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ABSTRACT

The report describes a career education project for grades K-12, developed for a rural school district in Maine, consisting of six elements: all subject matter tie-in, hands on experiences, resource persons, field trips, role playing, and career awareness. The chapter summarizing the project's results graphically demonstrates the various relationships between the career clusters and the numbers of field trips, resource persons, and students. The summary of the elementary school component of the project presents the result of a student evaluation, discusses the various aspects of the project at the elementary level, and lists career education projects completed at the elementary level. The summary of the junior high school component discusses objectives, procedures, and activities, and graphically presents the results of a student evaluation of the Inside/Out Programs, and of the eighth graders' responses to the Self-Image Inventory. The summary of the senior high school component discusses goals of the project at the senior high school level. The report's observations and recommendations cover such things as: the overall project, administrators, teachers, workshops, the project director, the advisory committee, school-industry relationship, guidance, finances, and public relations. A 10-page third party evaluation is also included. (JR)

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ED117304

Final Report

Research and Development Project
In Career Education

Project No. U261040L

Grant No. OEG-0-73-2969

Conducted Under Part C
of Public Law 90-576

Marshall R. Thombs, Co-Director
George Willett, Co-Director
Graydon Robinson, Resource Coordinator
Carol McLaughlin, Career Education Coordinator
Herman Carlstrom, Career Education Coordinator

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School Administrative District Number 9
Farmington, Maine 04938
June 30, 1974

JUL 15 1975

CE004585

Foreward

This is the second year that School Administrative District Number Nine has been funded under Part C of Public Law 90-576 for the purpose of developing a kindergarten through grade twelve Career Education Program.

School Administrative District Number Nine is located in a rural area of Maine. The district is composed of nine towns located in Franklin and Kennebec Counties with a total population of 12,367 and a total valuation of $39,367,859. Nearly all children are conveyed to and from school by means of district transportation. Bussing in the district requires 2,500 miles of travel per day.

Career opportunities in the area include entry level jobs and some professional careers in lumbering, pulp and paper, and agriculture. Service level careers are available in retail trade, equipment repair and servicing, plus a variety of recreational and civil service positions with the state. The major industries located in the region are Bass Shoe, International Paper, Farmington Shoe, Maine Dowel and Forster Manufacturing Company. It is estimated that about 30% of the residents in the nine town area earn less then $3,000.00 per year.

Following is a report of the procedures and outcomes of this year's efforts to further research and develop models for career education within this setting. It is hoped that the ideas and observations presented in this report will be of assistance to other school districts within the state and beyond, in their attempts to establish viable programs in career education.

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REPORT SUMMARY

This report covers the period from July 1, 1974 through June 30th, 1974. It is a report on the second year of funding under Part C of Public Law 90-576.

This year's efforts represent a continuation and expansion of the original project begun in 1972. Basic to the philosophy developed during the first funding period was the belief that if career education was to endure within a school system, it should become integrated into the present curriculum in a manner that career educational concepts would become an integral part of those areas of study already taught. Career Education should further be seen as a means to bridge between what is taught in the classroom and the world of work, a means of breaking down the dichotomy between the school and the community, thus making the two factions a single learning laboratory, and finally providing another strong motivational factor that would help students discover a greater degree of relevancy in what is taught to them.

In order to provide guidelines that would give some degree of structure and continuity from classroom to classroom and from one level to another, six elements were recognized as being essential to a complete unit of study that was constructed around the concept of career education. These six elements were not developed by this project. They were first introduced to the directors by Joel Smith, Career Educational Project Director, Cobb County, Georgia. The elements were:

1. All subject matter tie-in
2. Hands on experiences
3. Resource persons
4. Field trip to business or industry
5. Role playing
6. Career awareness

2.

As teachers became involved with career education, they became more aware of the need to include self awareness as it relates to career awareness, role playing and hands on experiences. As a result self awareness was added as a seventh element this year. There has been much more concern with the affective domain of learning, especially at the elementary level, than was true during the 1972-'73 project year.

Review of Last Year's Program in Relation to Planning the '73-'74 Program:

The initial task addressed by the directors and staff was a complete review of the previous year's project for the purpose of identifying those areas that showed the greatest strengths and those areas requiring a greater concentration of effort.

It was apparent that the largest gains and most success had been met at the elementary level. This does not mean that some very significant breakthroughs had not been accomplished at both the junior high and secondary levels. It does mean that when arealized as a complete project, that the elementary level showed the greatest over-all involvement as far as numbers of students and teachers participating and in relation to the number and scope of projects undertaken.

While somewhat subjective as an assessment, the following factors were seen as contributing to this imbalance at the three levels:

1. The nature of the curriculum: Teachers at the elementary level tend to feel less confined to a set curriculum and find more room for flexibility within broader general curriculum guidelines than is true at either the junior high or secondary level.
2. Type of class structure: Classes at the elementary level are self contained. The students are with the same teacher for the entire day. This factor alone lends itself to

greater flexibility than at the other levels where the program is departmentalized and revolves around forty-five minute class periods.

3. Utilization of career education staff: Only at the elementary level were there career education staff members who had as their first concern the development of career education projects.

4. Project Design: While difficult to assess, it may very well be that the approach taken to implement career education into the school system is more conducive to the elementary schools than at higher levels.

5. Traditional priorities: There are more priorities imposed from both external and internal forces at the junior high and secondary levels. This is especially true at the secondary level.

Recognizing that only minimal changes could be realized in the school structure, it was determined that the greatest emphasis would be placed on further strengthening and expanding the elementary program. At the junior high level, the major effort was toward developing a comprehensive guidance program built around self awareness and career exploration. At the Senior high level, a major thrust was aimed at establishing the ground work for developing a week long student planned "Self Search Week".

Each objective is treated in detail under the separate components found in the body of this report.

Staff Utilization: Staff utilization changed little from the initial program. One career education staff member was assigned to the Farmington area elementary schools, a second staff member was assigned to the Wilton Elementary Schools. This member also had the additional task of establishing guidance services for this area at the junior high level. Each co-director, in addition to the general overseeing of the total project and their full time guidance positions were responsible

for establishing career education at the junior high and secondary levels. In addition to this staff, was included a resource co-ordinator with the responsibility of serving as liaison between the school and the community through making arrangements for field trips and resource persons. He was also very active in developing and disseminating information concerning the availability of materials and career education resources. Through his efforts, the career resource center, developed under a separate project in 1972-'73, was incorporated into the career education program.

Organizing career education data according to the Cluster Concept Developed by USOE:

The guidelines under which career education was to be developed within the district were purposely made very broad under a general career education concept in order that there would be room for as much experimentation as possible. At the outset of the first project, it was projected that the establishing of a comprehensive career education program would require at least three years. The first year would have as its main focus introducing career education to the school system and to the community at large. The task was to get as many members of the faculty as possible involved in some aspect of career education. During the second year, the main emphasis would be on expanding and improving upon the successes previously gained while still leaving room for further exploration and experimentation. It was projected that a third year would be required to refine the results of the first two years and to develop a sequential process of career education experiences at each grade level.

By utilizing the cluster concept, it was possible to arrange the data provided by this approach into a meaningful pattern that allowed for analysis of what was being covered and at what levels. It also made it possible to assess what occupational areas were receiving

minimal or no consideration. The results of this effort are reported in graph form in the main body of this report.

Developing an Occupational Cluster Flow Chart:

A flow chart relating the present curriculum to occupational clusters was developed. It was restricted to an analysis of the present curriculum in the social studies and science areas through grade eight. To be complete, it should be expanded to include all subject areas and the high school curriculum. It was found that by following the already established program that all cluster areas would be touched upon at least once in the first eight grades.

A faculty hand book of resources, free materials and occupational cluster guide.

A hand book comprised of three major areas was prepared and disseminated to the faculty and administration.

The first section is organized around occupations found under the fifteen occupational clusters. It gives the user information in three areas...(1) The availability of a local job description contained in a micro-fiche job description bank. (2) The availability of a resource person for a particular occupation, and (3) the availability of a folder containing information about a particular occupation.

The second section is a listing of sources of free materials. This listing is the result of over 1,000 mailings made over a two year period. It contains those sources that are known to provide not only material, but material that is considered of sufficient value to be worth procuring.

The third section is a breakdown of the social studies and science curriculum in grades kindergarten through grade eight and correlates the units of study with fifteen occupational clusters.

Copies of this hand book will be forwarded under separate cover in sufficient quantity to cover the number needed by the various agencies

6. to which this report is sent. However, considering that it's contents are of value only to the school district for which it was prepared, and that it's volume represents some 150 pages, back-to-back, it was not included in total as part of the final report. Some copies are available and may be obtained by contacting the Career Resource Center at Mt. Blue High School, SAD #9, Farmington, Maine.

In-service Training:

During the planning state of this year's project, it was understood that three days would be utilized for in-service training and would include all teachers and administrators. Other district needs took priority and the three days did not materialize. In place of this a co-operative arrangement was made through the University of Maine at Farmington and a course carrying graduate credit was offered during the Spring Semester. This course was taught by the SAD #9 educational consultant and by one of the co-directors of the SAD #9 career education program. It's principal drawback was in the fact that it was offered only to elementary level teachers. A special section devoted to this course is contained in the main body of this report. The remainder of the in-service program centered around small group and individual conferences arranged by staff members with those teachers in the areas assigned to them.

Continuation of Career Education after the termination of outside funding:

The final area of major concern was to provide a framework that would assure the continuation of career education once outside moneys ceased to exist. A special section of this report is devoted to this problem. It is strongly felt that the career education concept permeated many areas at the elementary level and will continue to be a force in the methodology of many teachers. It is hoped that there will continue to be a rippling effect of both a horizontal and verticle nature within the school system.

It has been recommended that an elementary career education coordinator be hired to work with the district and that this person work out of the Career Resource Center. With such a person and some part-time secretarial help, it is felt that the elementary program could not only continue at it's present level of functioning but actually expand.

Results and accomplishments:

The 1973-'74 career education program has produced a strong elementary program. The junior high has a broader developmental guidance program based on career development guidelines. Junior high teachers are planning inter-discipline projects incorporating career education concepts for the first time. The secondary level has been an expansion of student participation into the community, the initiation of the Self Directed Search Program, and initial planning for an independent search week.

More than 100 projects incorporating the career education elements mentioned earlier in this report were completed. Students were exposed to occupational clusters. Table 1 summarizes the extent to which students were involved with persons and places not directly connected with the school system.

Considering the funds and personnel made available, it is recognized that a kindergarten through grade twelve comprehensive program was too ambitious an undertaking. The problems peculiar to the junior high school and high would require a major revision in order to incorporate career education as it should be. It would necessitate the reordering of priorities and in depth study and planning by an interdisciplinary committee over a fairly substantial period of time.

8. Summary of Student Exposer to Occupations Through Field Trips and Resource Persons By Cluster

TABLE I

Occupational Cluster	No. of Field Trips	No. of Students	No. of Resource Persons	No. of Students
Agribusiness	24	862	13	131
Business	14	85	7	79
Communications	21	119	10	115
Construction	27	137	19	398
Consumer-Homemaking	9	104	10	139
Environmental	5	69	6	179
Fine Arts	12	145	6	171
Health	20	286	25	657
Hospitality	20	117	16	318
Manufacturing	15	202	7	116
Marine Science	2	50	2	44
Marketing and Distribution	35	416	11	164
Personal Service	1	3	11	177
Public Service	34	358	23	622
Transportation	7	44	5	106
Totals	246	2997	171	3416

Student Exposer Through Field Trip and Resource Person Total: 6,413

The above table does not include career awareness through means other than the field trip and from resource persons. By the time it was realized that this was not being covered and a form was devised to take other sources into account, it was too late tc make an accurate accounting so the attempt was dropped.

Population Parimeters Covered by the Project:

This Career Education project, covering the time between July 1, 1973 and June 30, 1974, was conceived as a kindergarten through grade twelve project. It was to provide career education experiences for all students within School Administrative District #9 within the recognized limits being imposed upon the program, such as, time, limitations of staff, and non-involvement in the program by regular school personnel. Based on the results of the 1972 - 73 project, it was realized that even faced with these limitations that there would be enough involvement at all levels to provide for the development of career education activities from which models for career education could be constructed.

The total student population served by School Administrative District #9 is 3,266. The grade level breakdown is:

Kindergarten - grade six	1,766
Grade seven - grade nine	750
Grade nine - grade twelve	693
Special Education	57

The number of teachers serving this student population is 166. The teacher load at the various levels is:

Kindergarten - grade six	71
Grade seven - grade nine	35
Grade ten - Grade twelve	51
Special Education	9

Problem Areas to Which the Project Was Directed:

Based on observations made at the completion of the 1972, '73 project the following areas were defined for concentration during the 1973, '74 project year.

1. Staff Utilization: The complete career education staff was made up of five persons.

    a. George Willett, Vocational Counselor for the Kenneth Foster Regional Vocational High School, served as co-director and career education coordinator for the secondary school - grades 10 - 12.

    b. Marshall Thombs, Junior High Counselor, served as co-director and career education coordinator for the Junior High School, grades 7 - 9.

    c. Carol McLaughlin was hired to serve the Farmington area elementary schools as the career education coordinator. Mrs. McLaughlin holds graduate degrees in the field of education.

    d. Herman Carlstrom was hired to serve the Wilton area schools as career education coordinator for this area and to initiate elementary guidance services. Mr. Carlstrom holds degrees in education and graduate degrees in elementary guidance.

    e. Graydon Robinson was hired to serve the district as career resource coordinator under a separate grant. Mr. Robinson had been responsible for establishing the career resource center based on a micro-fiche bank of local job descriptions. This background made him extremely valuable in coordinating field trips and resource people as requested through the career education project. Another major task assigned to Mr. Robinson was the assimulation of the resource center into the career education program.

All personnel had been involved in the 1972-'73 project. This continuation with the same staff resulted in there being an even flow from one project to the other.

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2. Establishing a Third Party Evaluation Team:

The evaluation team used in the 1972-'73 project would have continued with the present projects had not one member of the team taken employment in another part of the country. We retained Mr. Richard Rice, Vice President, University of Maine Farmington and replaced Dr. Tomas Thielen with Dr. Larry Stinchcomb, Director of the Program for Basic Studies, University of Maine at Farmington.

It was their task to construct an evaluation design and be responsible for evaluating the total program. The evaluation contract and design are included in the Evaluation Section of this report.

3. Incorporating the Career Resource Center as Part of the Career Education Project:

The career resource center had produced a bank of over 500 local job descriptions filed on Micro-Fiche cards, some 325 folders covering information on more than 500 occupations, and a bank of 250 resource people willing to devote their time to the career education program.

4. Integration of Career Education Activities Into the Present Educational Curriculum:

The 1972 - '73 project was developed around the concept that career education should be integrated in the ongoing curriculum rather than be introduced as a separate entity that should be added to an already full program. It was felt that this approach gave the best basis for making career education concepts a permanent part of teachers methology in presenting units of study. From all indications this policy proved to be the best course of action.

This approach was continued this year with the hope of expanding into more of the curricula areas.

5. Encourage More Experimental Career Education Projects Developed Jointly With Teachers and Career Education:

As Career Education unfolded in the system, it was projected that two years of experimenting with career education projects at the different grade levels would be necessary to determine what seemed to work best at a given grade level and to give the basis for developing a sequential program. Many new projects were tried during the 1973-'74 project year.

6. Involving a Larger Number of Teachers in Career Education:

The first project produced a nucleus of teachers interested in career education. Using these teachers and further in-service programs it was hoped that more teachers would become involved in career education.

7. Organizing Career Education Activities According to Fifteen Clusters of Job Occupations Outlined by the USOE:

In order to determine to what extent career education activities were covering the many occupational areas, it was decided that as information concerning career education activities were being undertaken was received that they would be analyzed and catagorized according to the cluster concept.

8. Establishing a Sequential Career Education Program:

While there needed to be a substantial period of experimentation and great flexibility for allowing teachers and pupils to become involved with career education, it was realized that at some point all of this must be put together in a way that assures less duplication of experiences in each grade level.

9. Correlating Occupational Clusters with the Present School Curriculum:

By making a study of the present curriculum, it was theorized that a method for suggesting what occupational clusters could be covered with

any given unit of study now being taught in the school system could be made. It would also indicate where the strengths and weaknesses are concerning cluster coverage by following the present curriculum.

Procedures and Results:

The procedures and results are dealt with in detail under the separate components of this report. The career education projects were analyzed and organized according to the cluster concept. The graph on page (14) shows the occupational clusters covered by this year's project according to grade level.

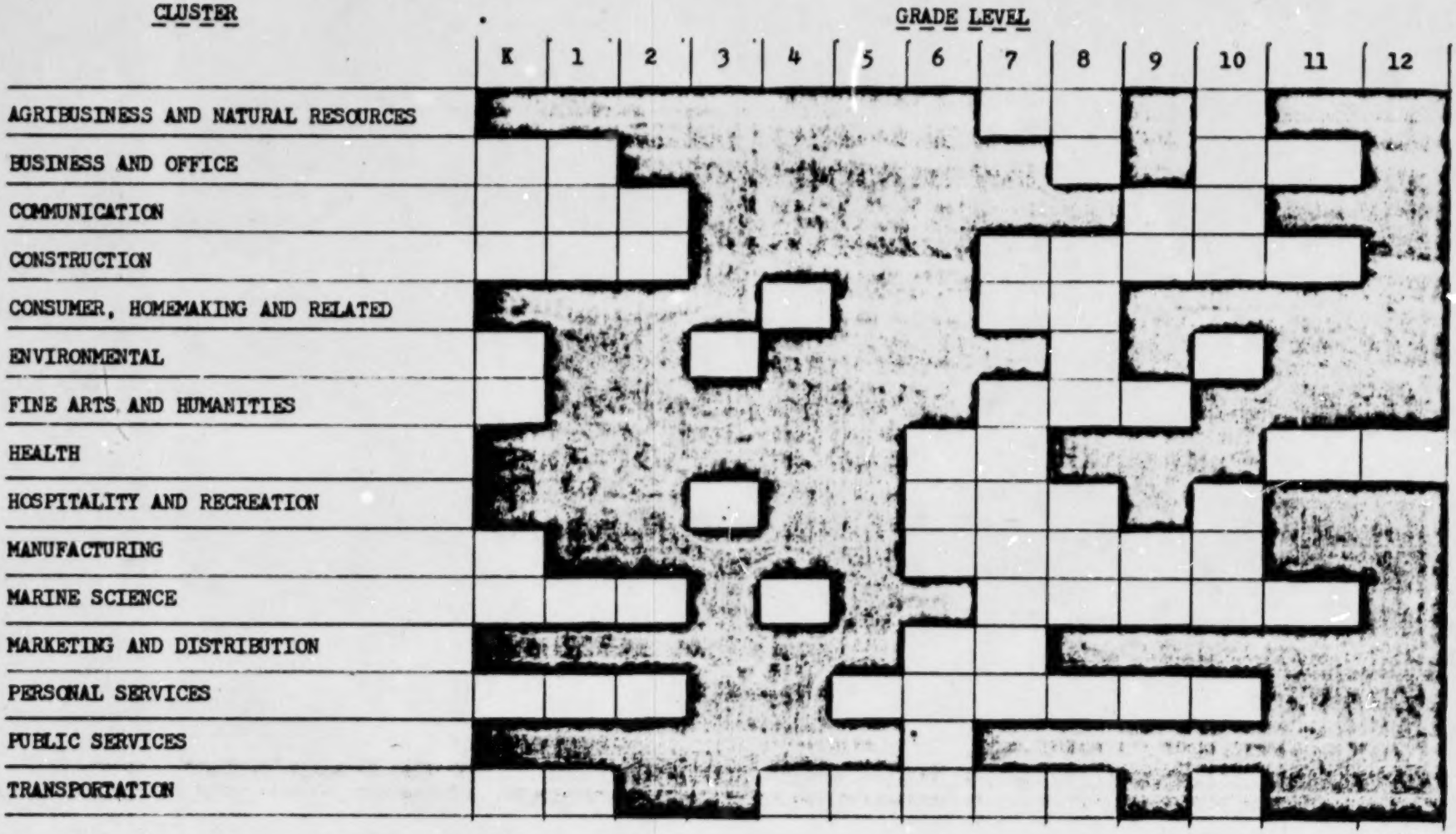
A study was made of the social studies and science curriculums. The possible occupational clusters that could be covered by grade level is shown in the graph on page (15).

The career resource center became the center for organizing field trips and resource people. Information concerning the availability of materials and prepared by the resource were made available to all teachers in the district. Every effort was made to get materials and equipment to the teachers when it was wanted.

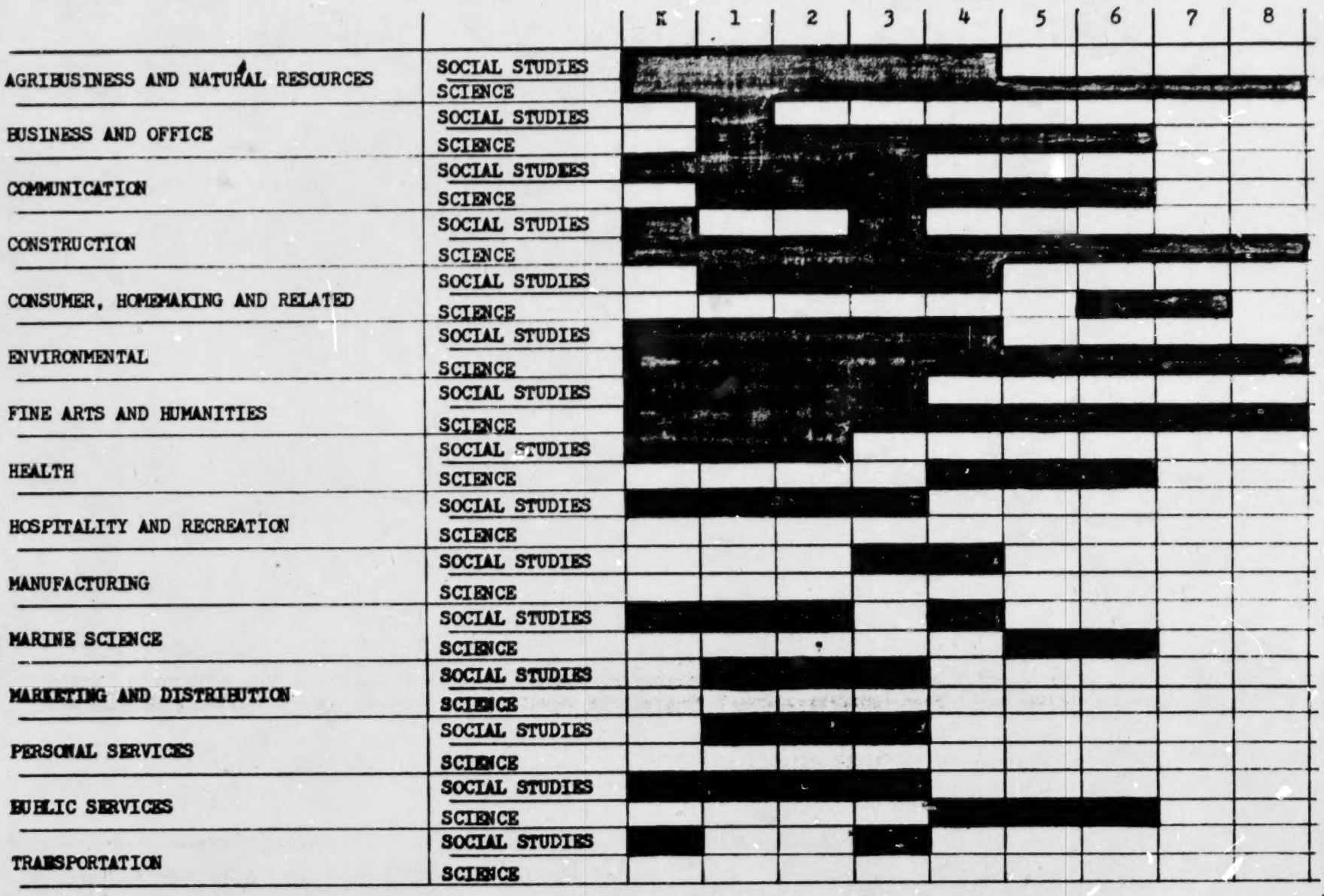
The data collected from this year's program has been organized so that it is possible for a curriculum study committee to put together a sequential program in career education in grades kindergarten through eight. This could be brought about in a year. The high school would require a much more extensive planning period. Attempting to build a comprehensive career education program for all students at all levels over two years is too broad an undertaking. It would be best to concentrate the total efforts of a project at one level at a time.

1973 - 1974

CAREER CLUSTERS COVERED IN CAREER EDUCATION PROJECTS BY GRADE LEVEL



POSSIBLE CLUSTER COVERAGE IN EXISTING K - 8 CURRICULUM



Explanation of Graphs:

1. Page (17) shows the number of field trips taken by the district and organized according to clusters.

2. Page (18) shows the number of students involved in field trips according to occupational cluster.

3. Page (19) shows the number of resource persons utilized by the career education project in each occupational cluster area.

4. Page (20) shows how many students have been involved through the use of resource people. This is also shown by occupational cluster.

5. Pages (21) through (35) is a breakdown of field trips by cluster and grade level.

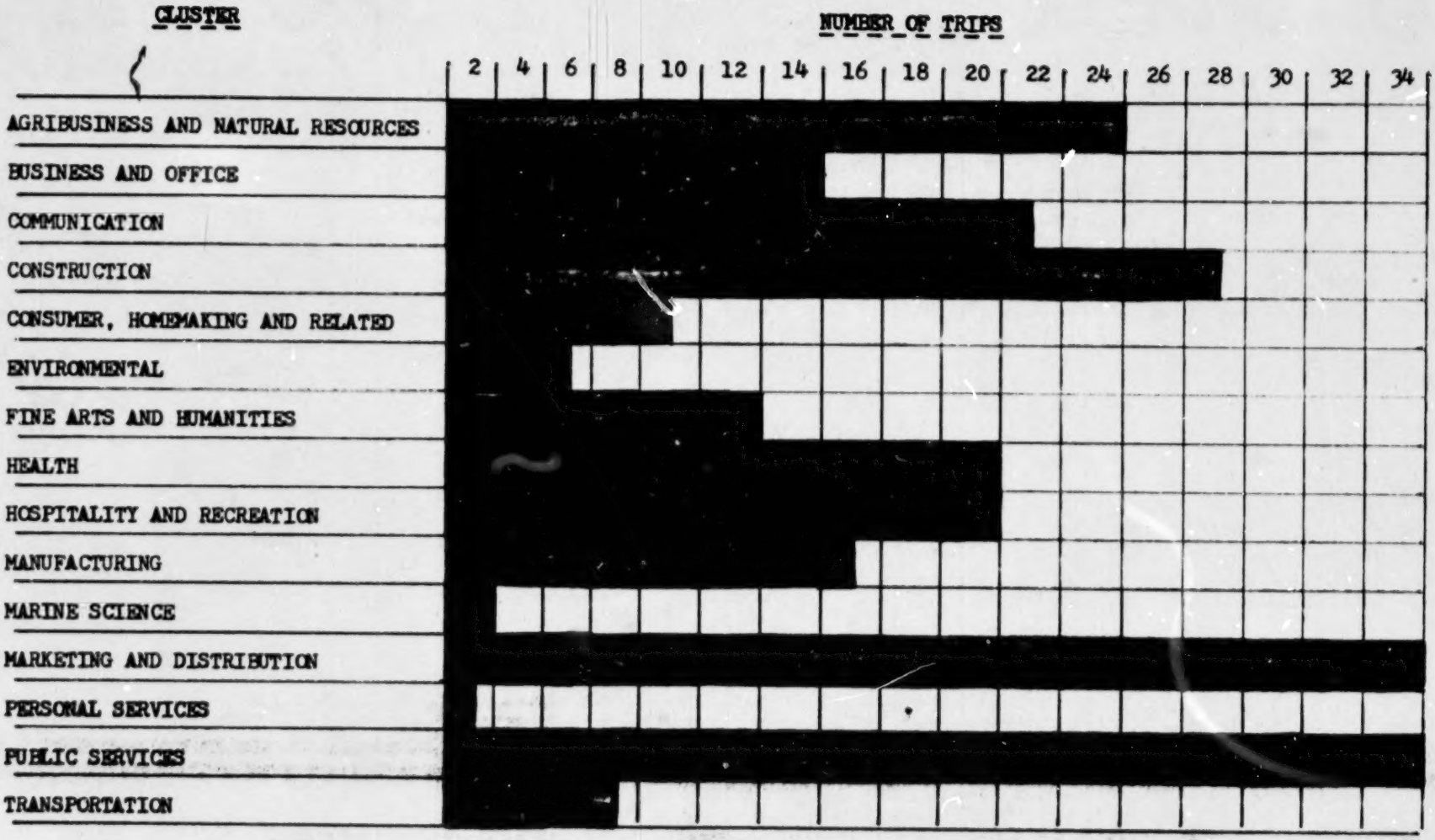
6. Pages (36) through (50) is a breakdown of the use of resource persons by grade level and cluster.

7. Pages (51) through (65) is a breakdown of the number of students involved in field trips by grade level and cluster.

8. Pages (66) through (80) is a breakdown of numbers of students involved with resource persons by grade level and cluster.

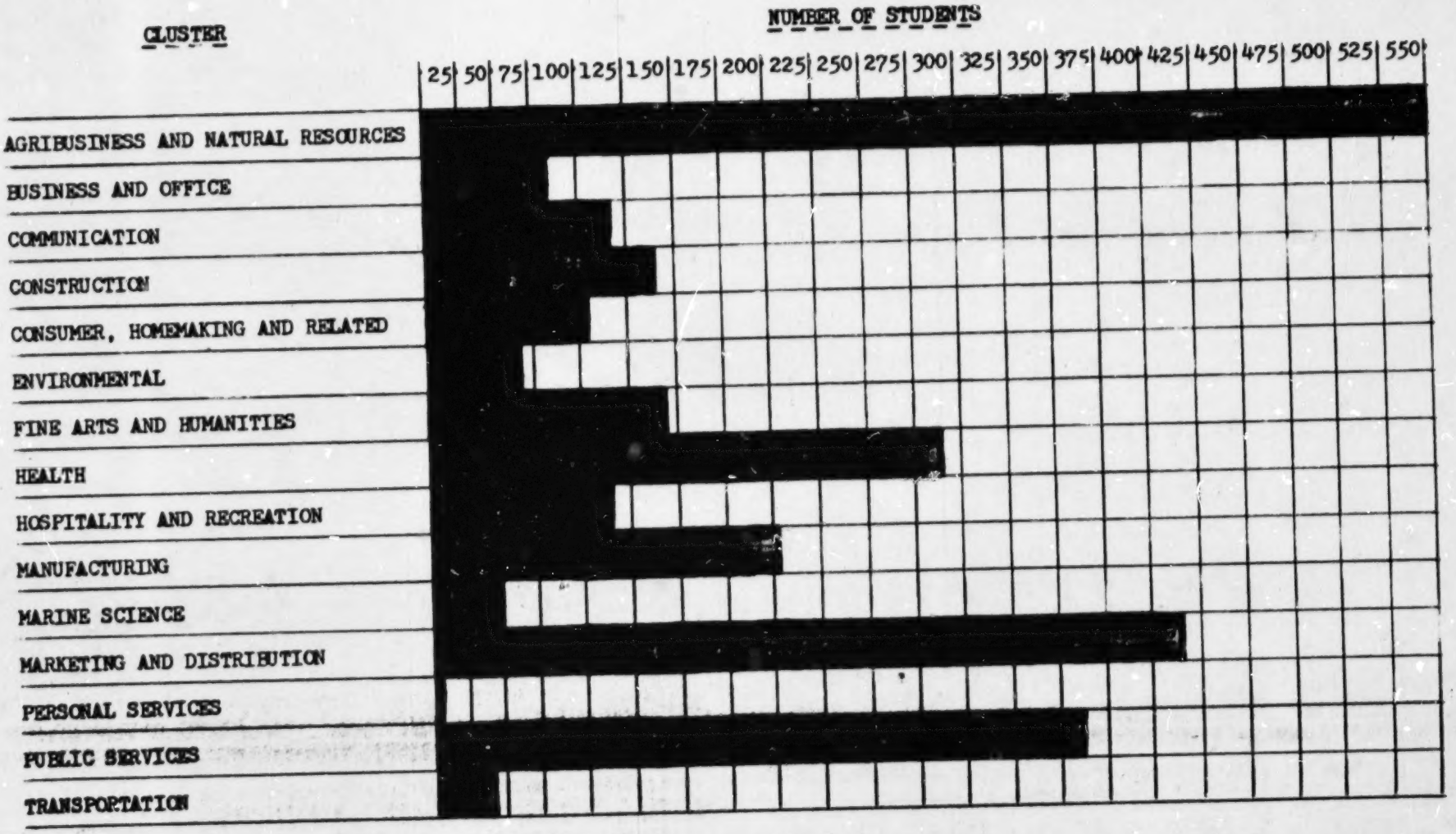
SUMMARY

NUMBER OF FIELD TRIPS 1973 - 1974 BY CLUSTERS



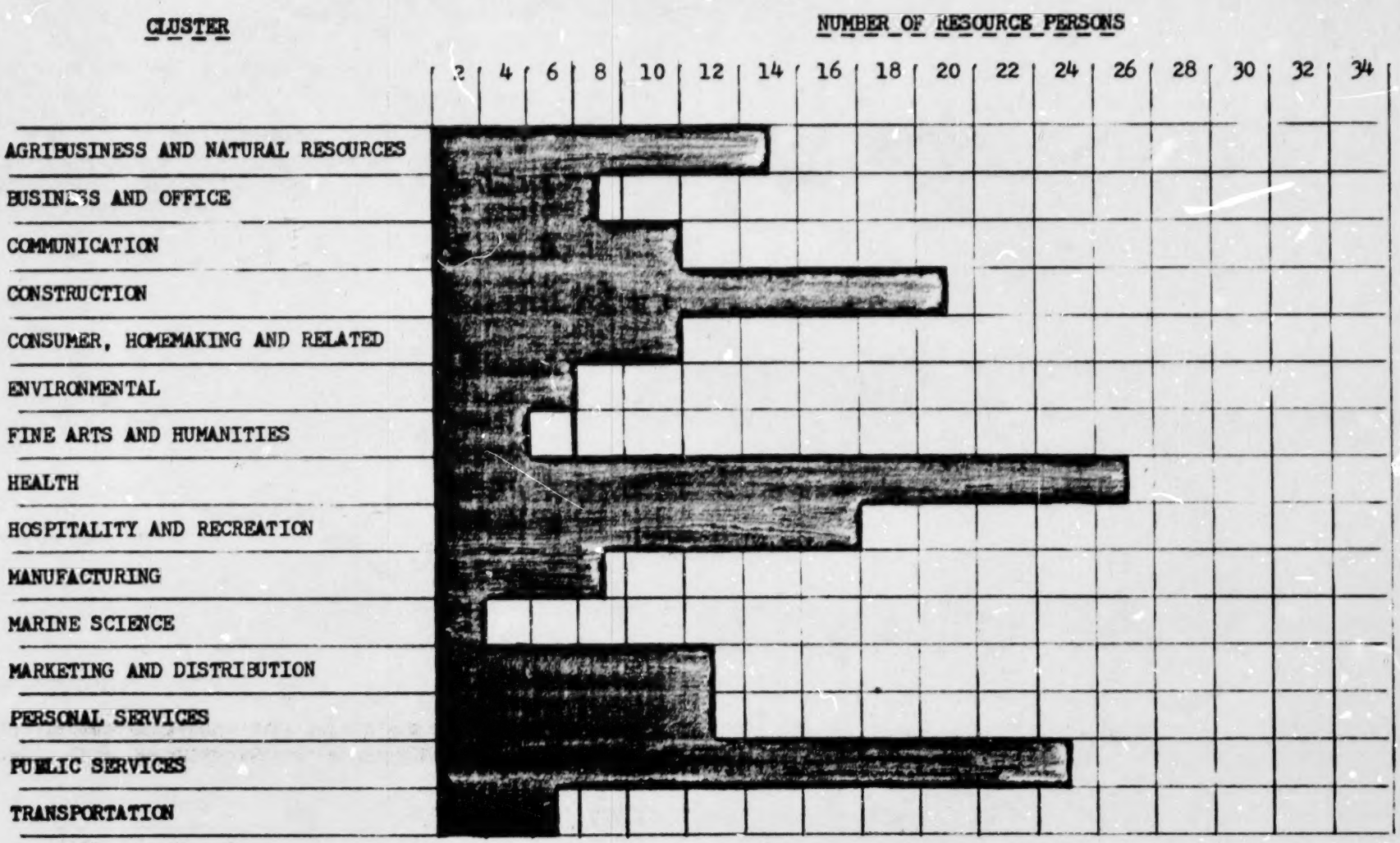
SUMMARY

NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS BY CLUSTERS



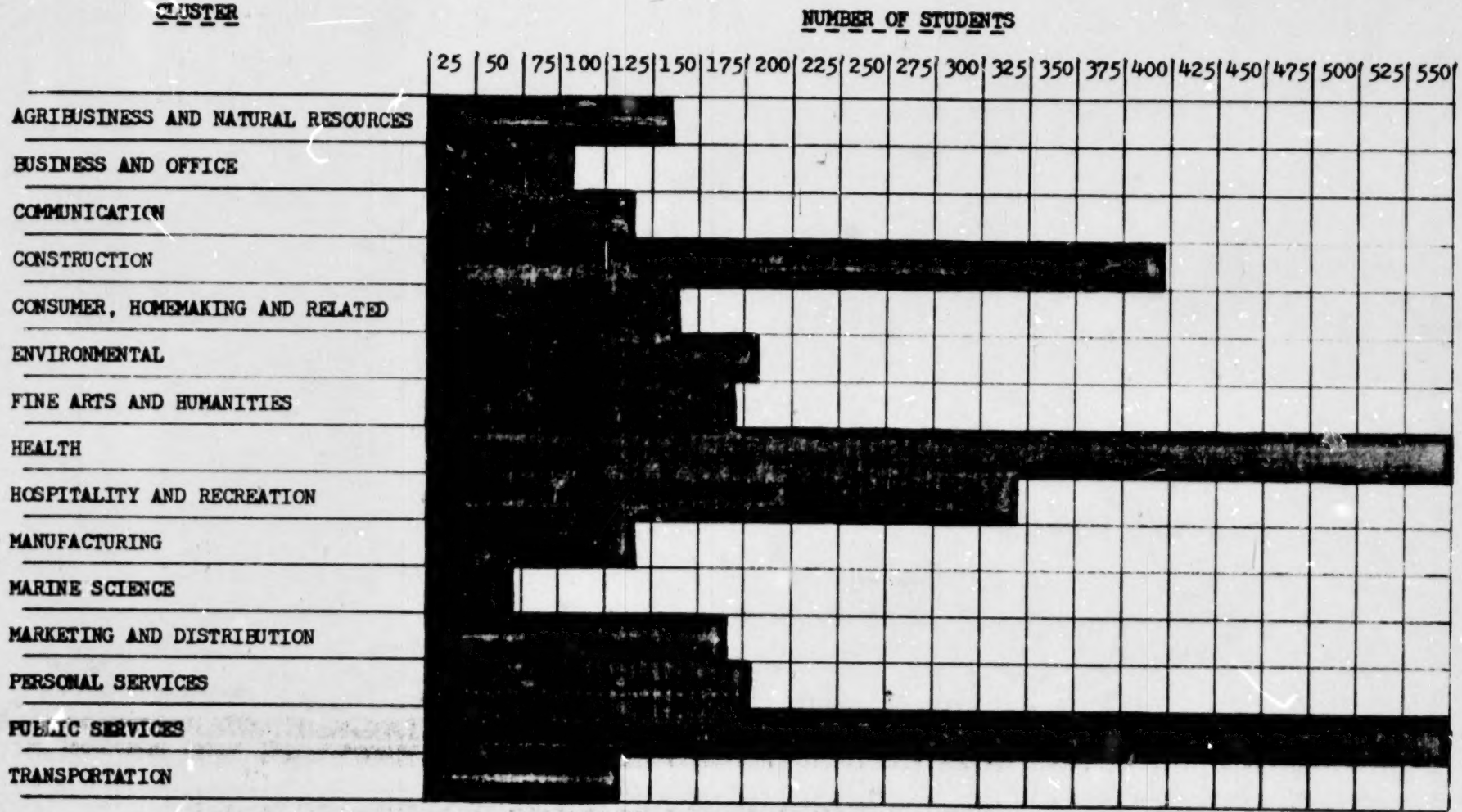
SUMMARY

NUMBER OF RESOURCE PERSONS 1973 - 1974 BY CLUSTERS



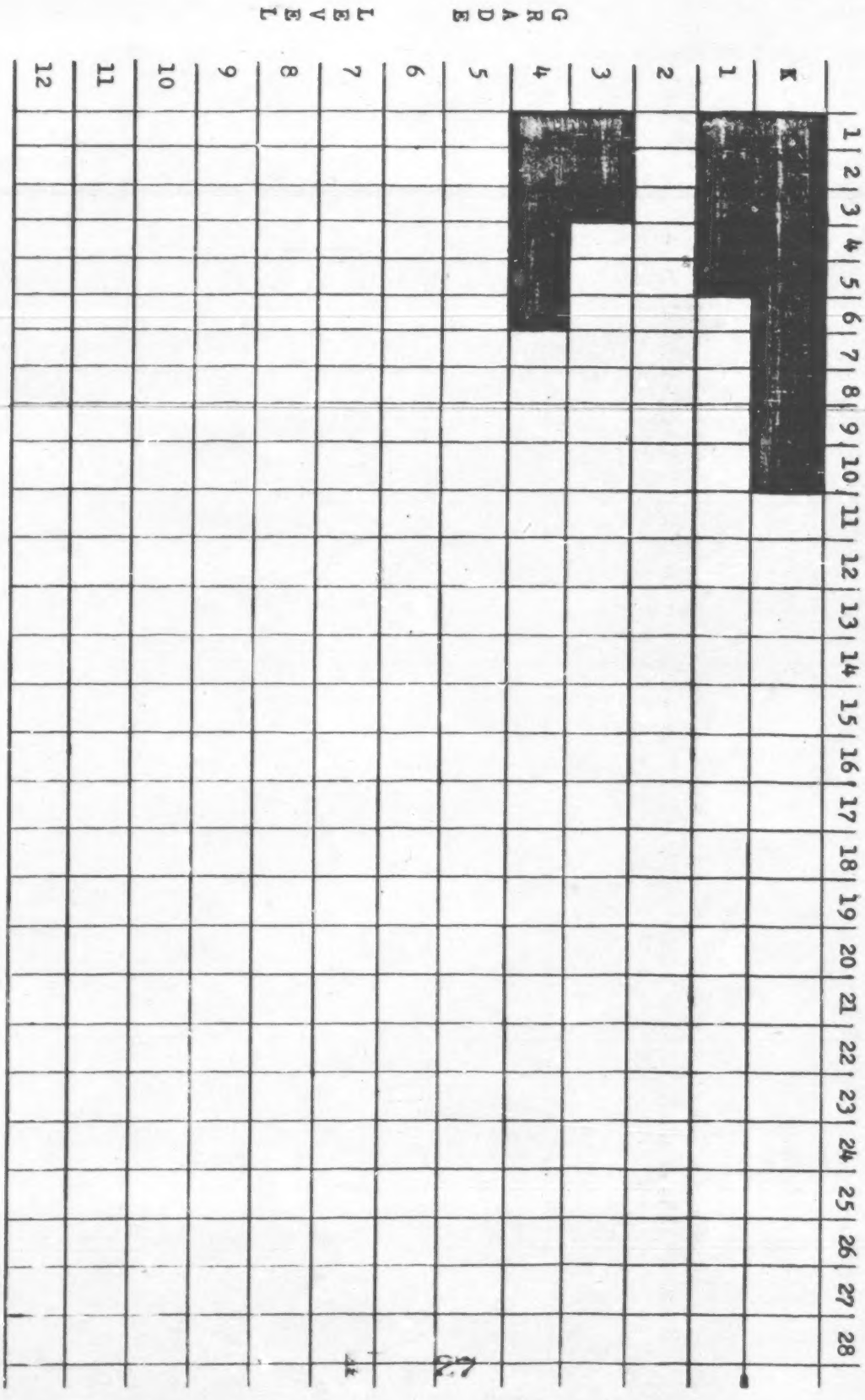
SUMMARY

NUMBER OF STUDENTS INVOLVED WITH RESOURCE PERSONS BY CLUSTER



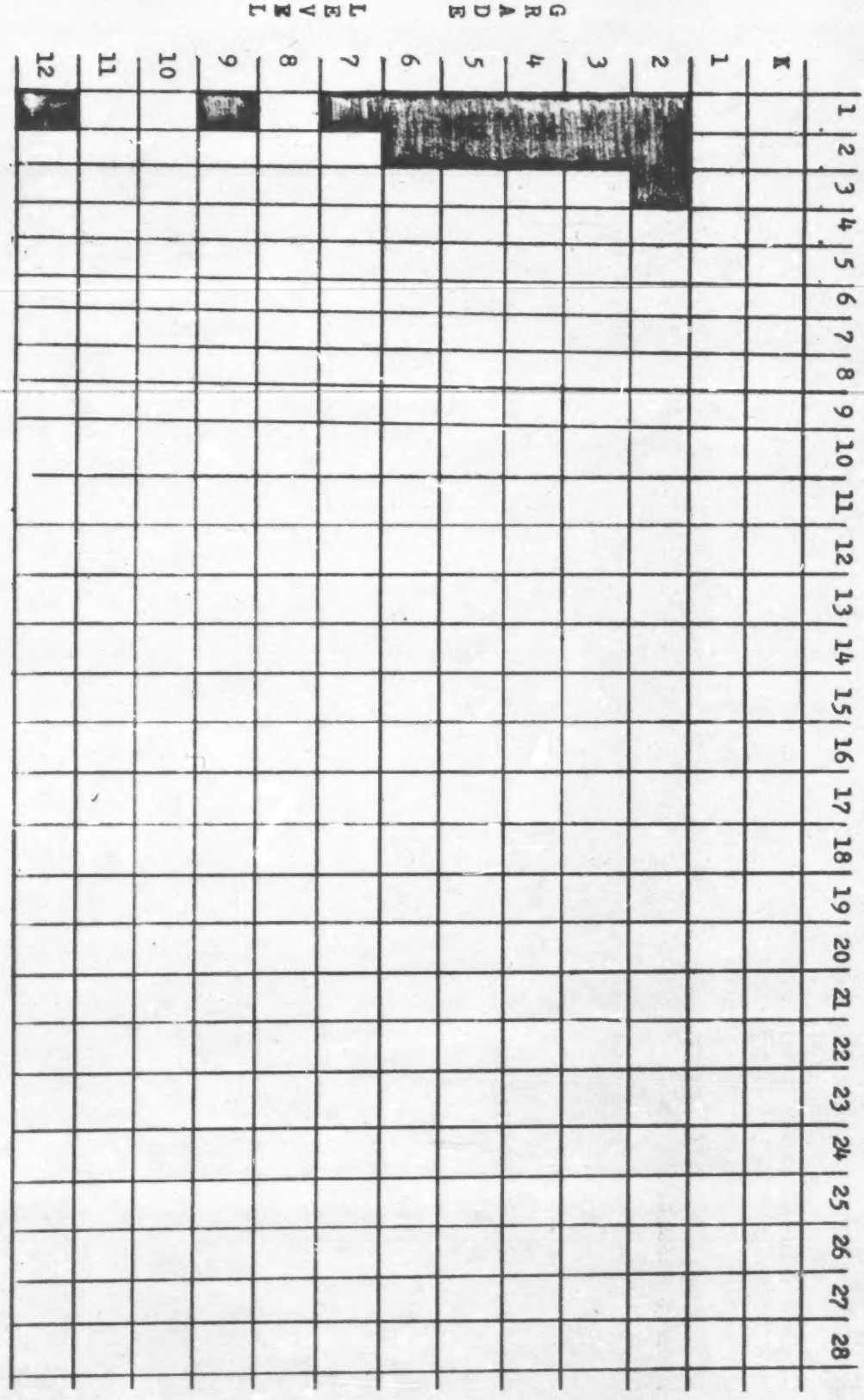
AGRIBUSINESS AND NATURAL RESOURCES CLUSTER

FIELD TRIPS 1973 - 1974



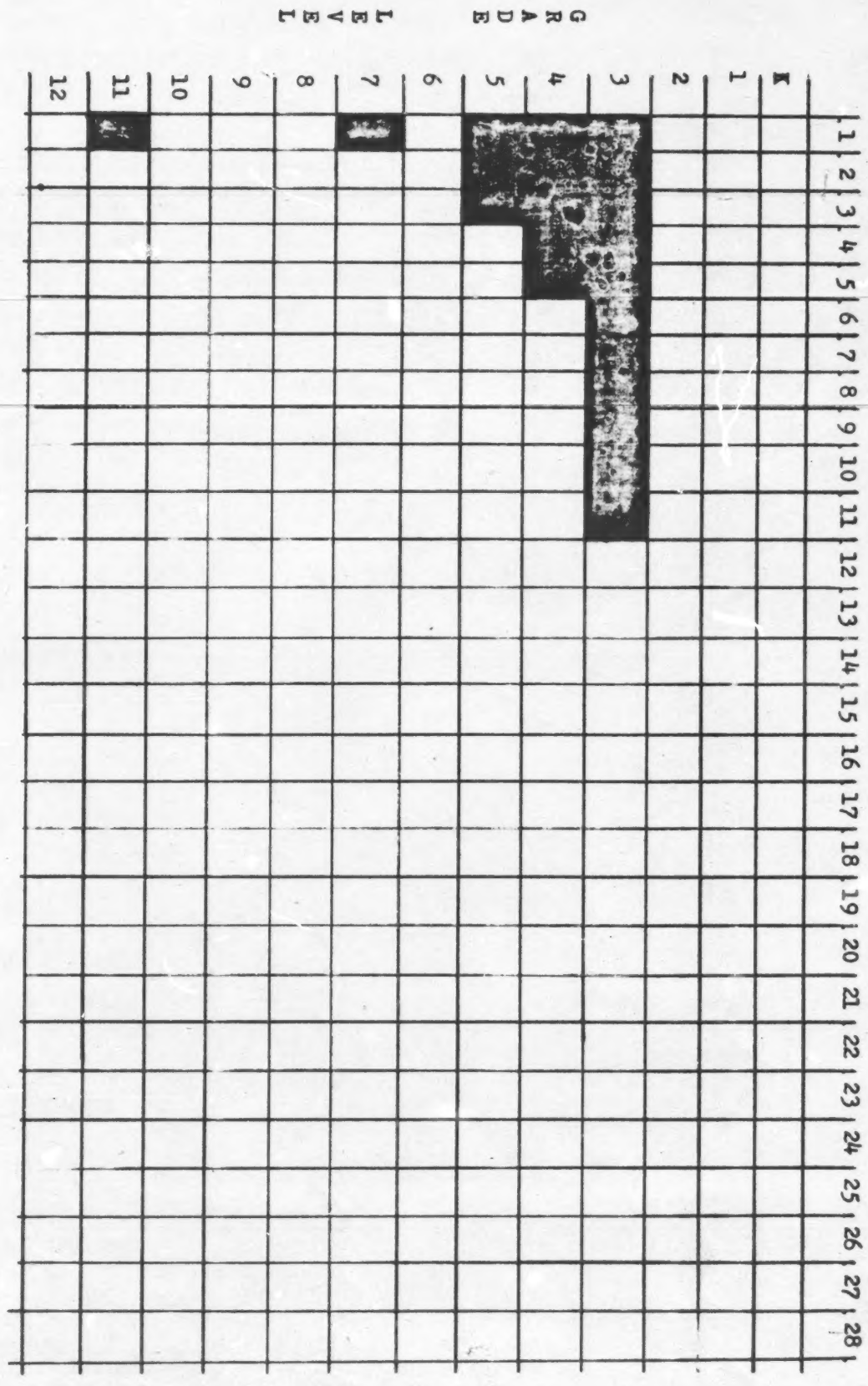
BUSINESS AND OFFICE CLUSTER

FIELD TRIPS 1973 - 1974



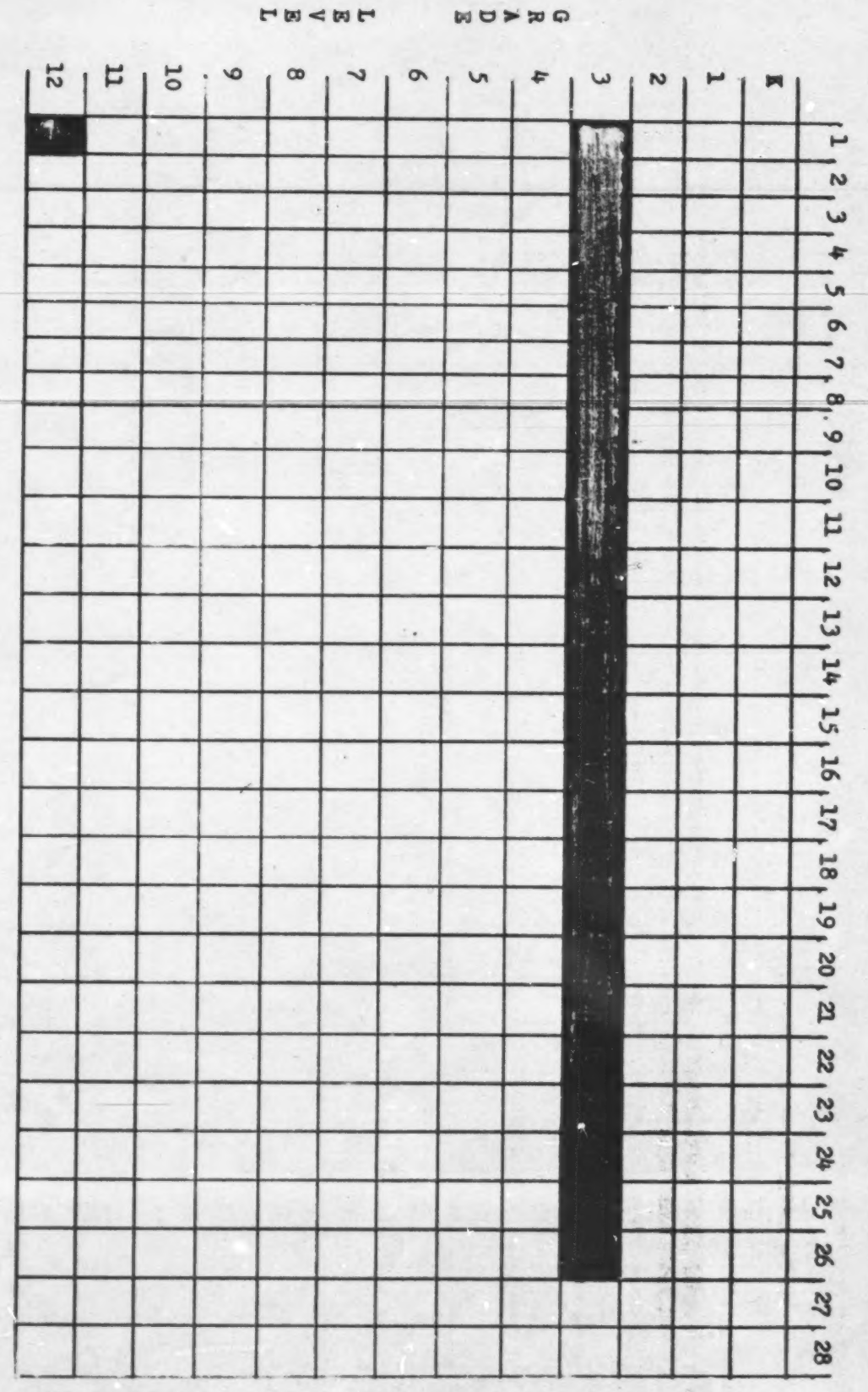
COMMUNICATIONS CLUSTER

FIELD TRIPS 1973 - 1974



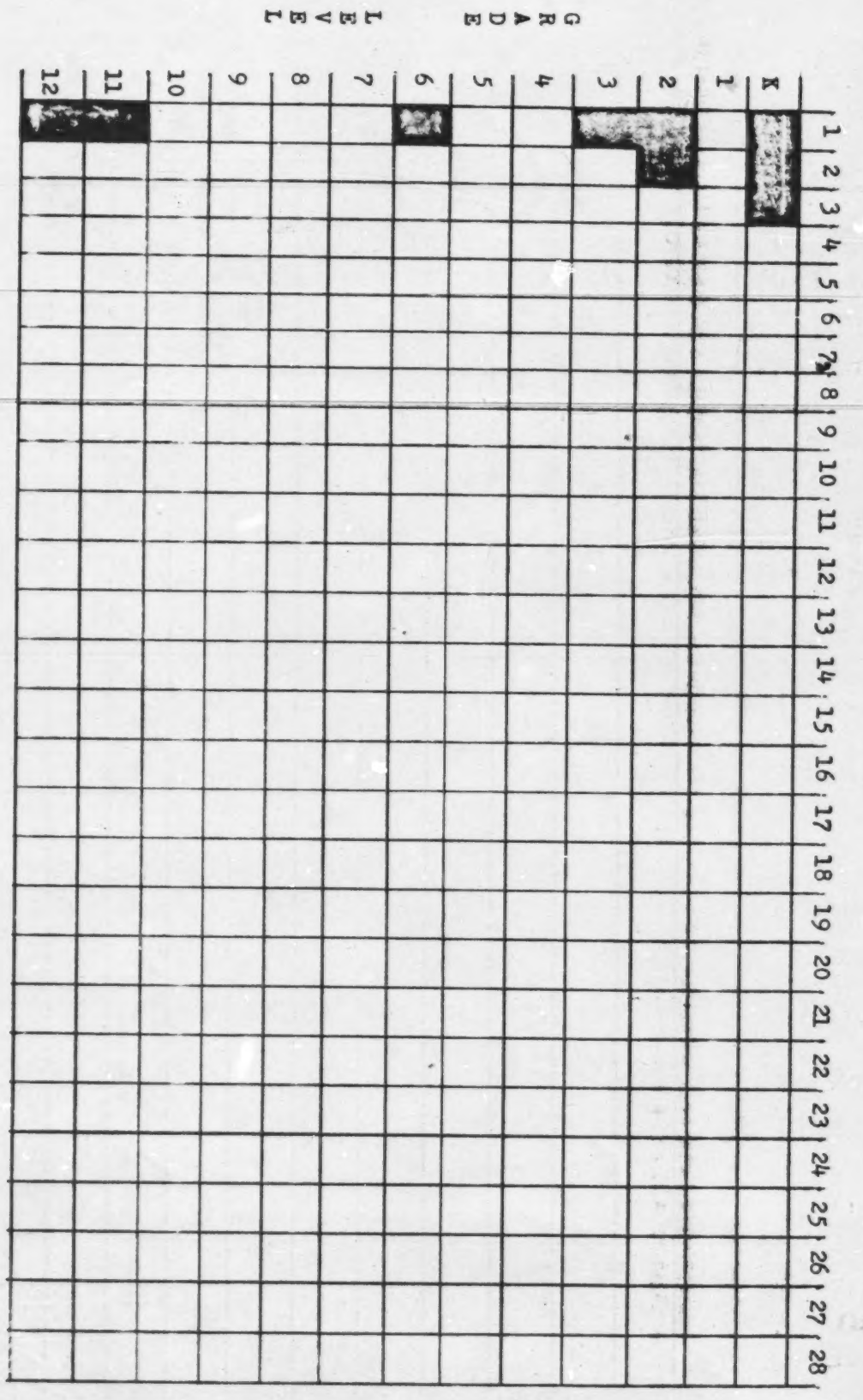
CONSTRUCTION CLUSTER

FIELD TRIPS 1973 - 1974



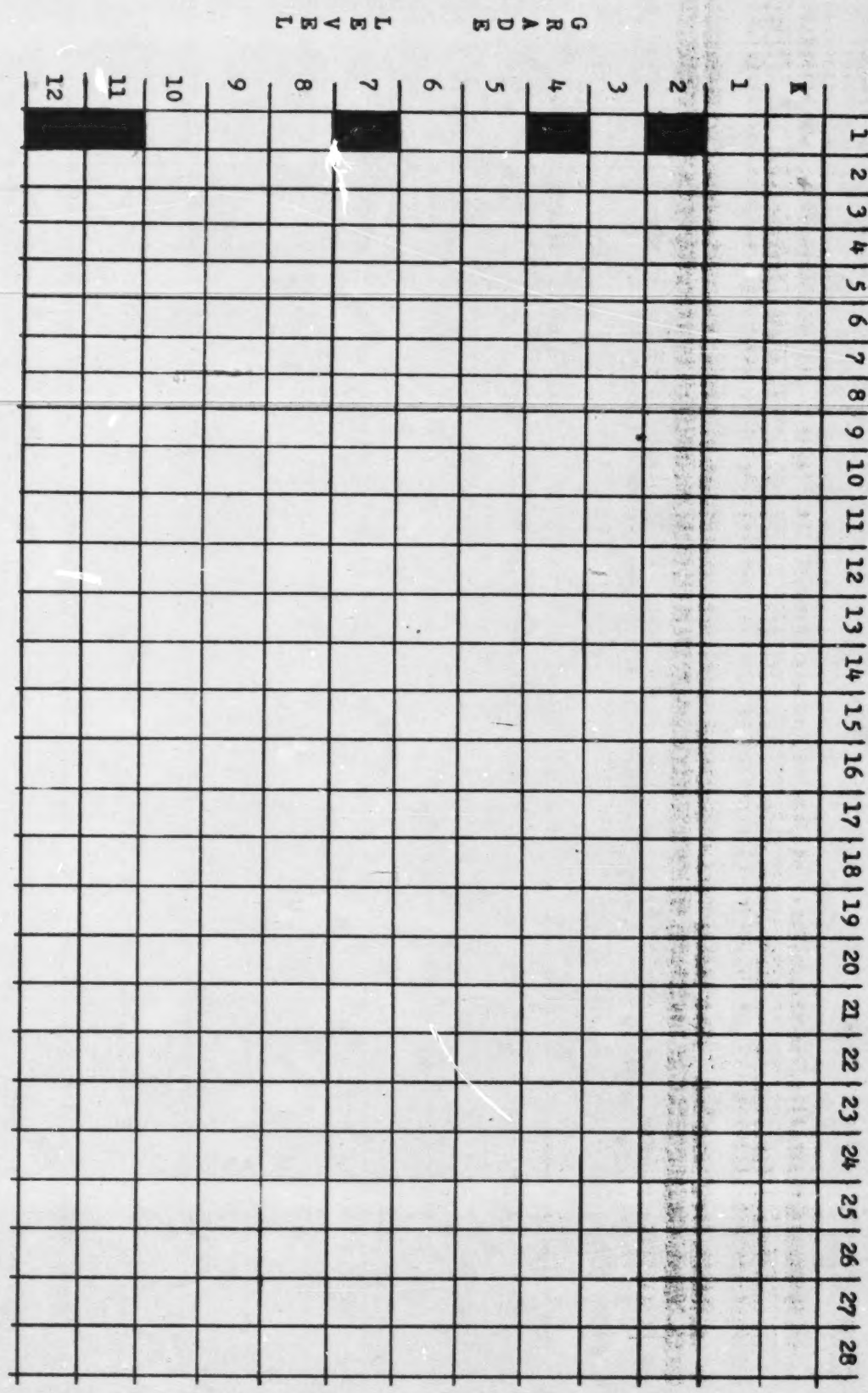
CONSUMER, HOMEMAKING, AND RELATED CLUSTER

FIELD TRIPS 1973 - 1974



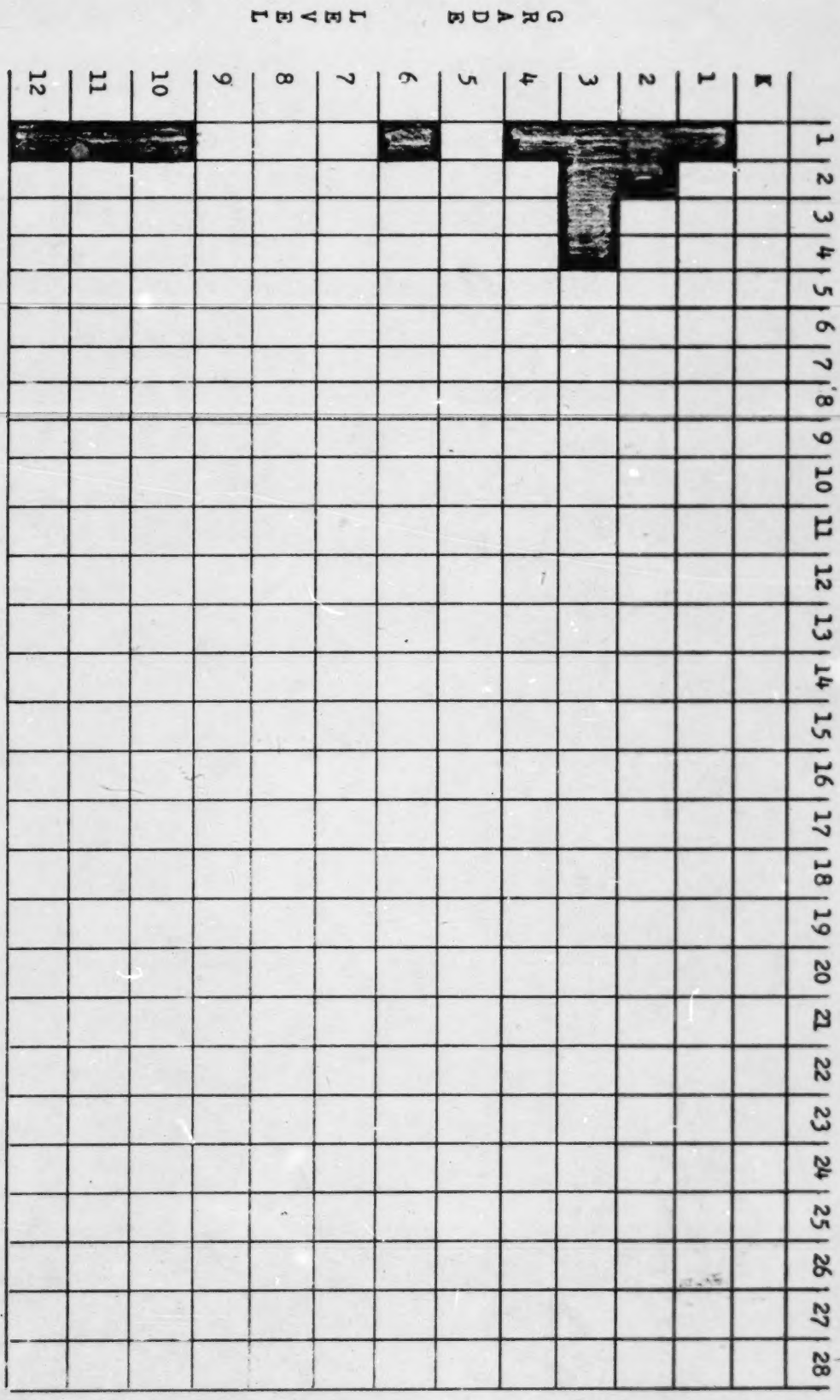
ENVIRONMENTAL CLUSTER

FIELD TRIPS 1973 - 1974



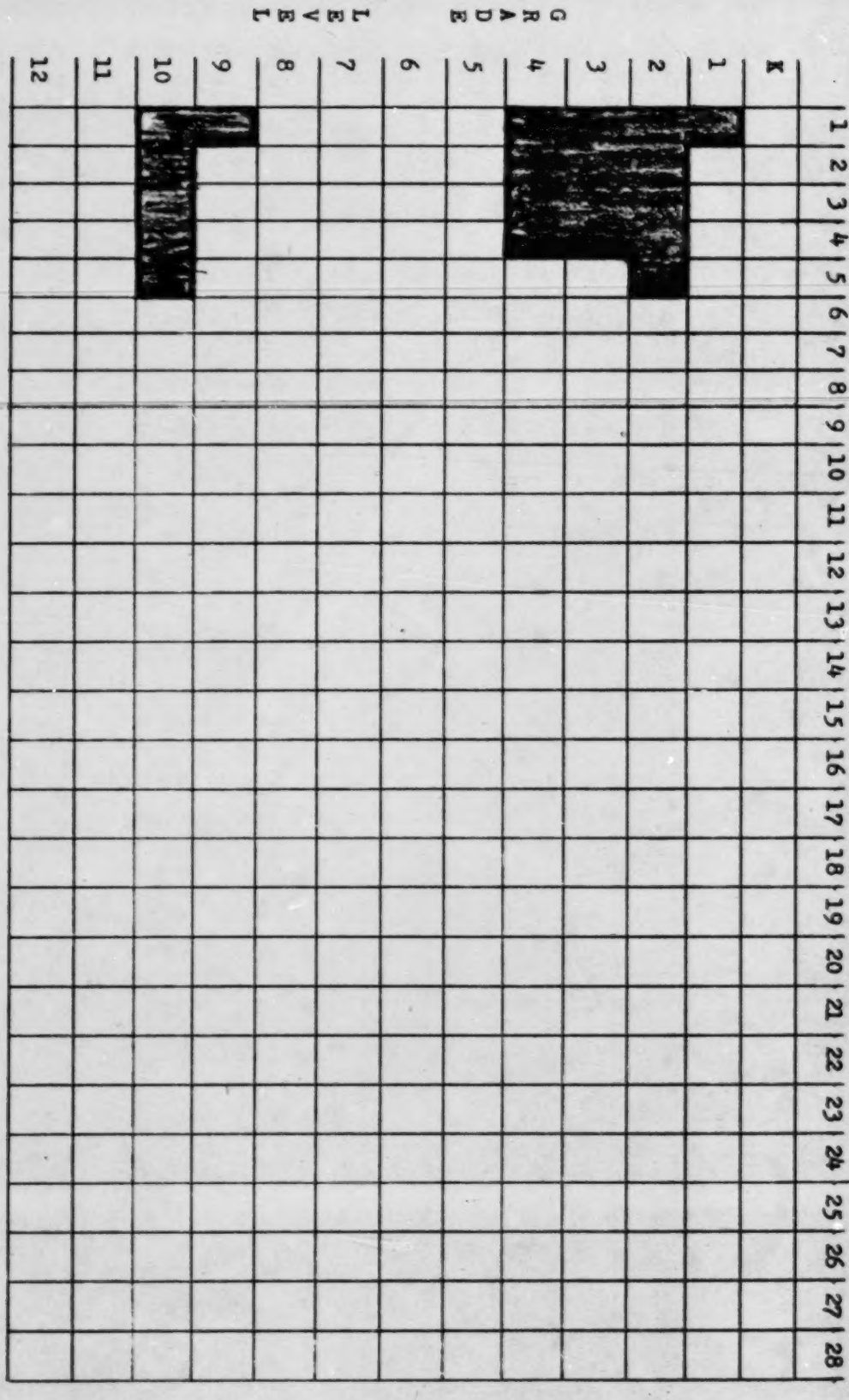
FINE ARTS AND HUMANITIES CLUSTER

FIELD TRIPS 1973 - 1974



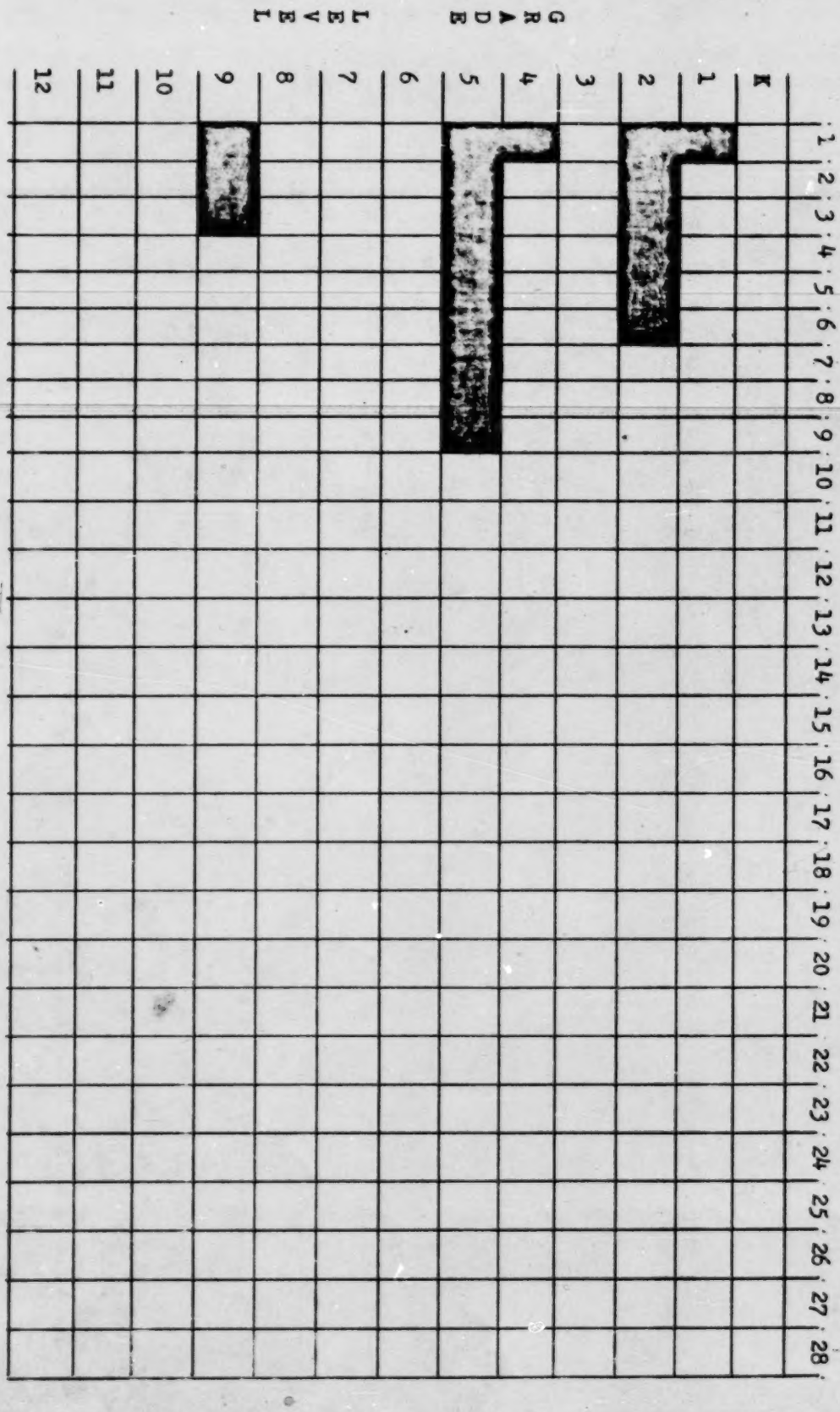
HEALTH CLUSTER

FIELD TRIPS 1973 - 1974



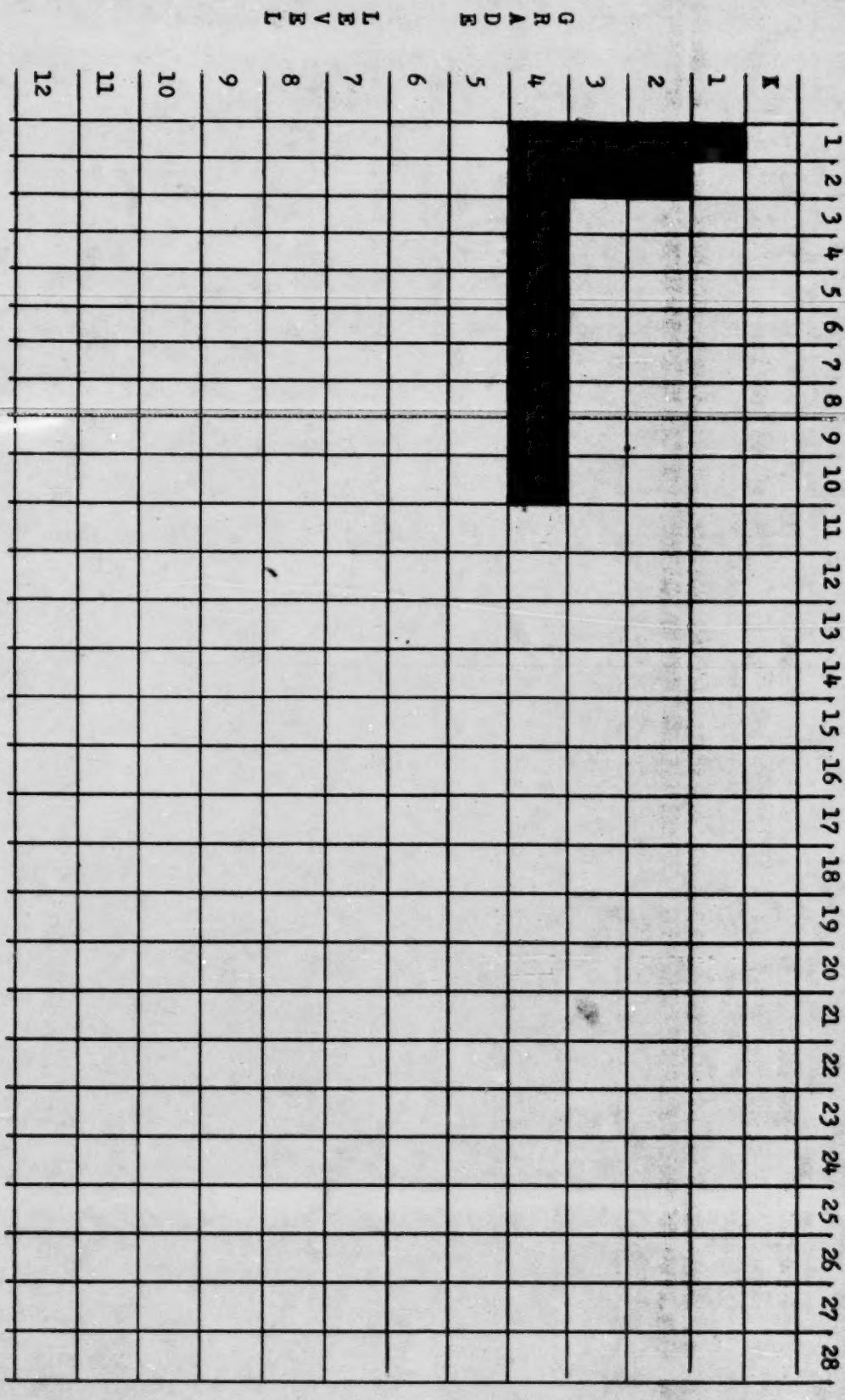
HOSPITALITY AND RECREATION CLUSTER

FIELD TRIPS 1973 - 1974



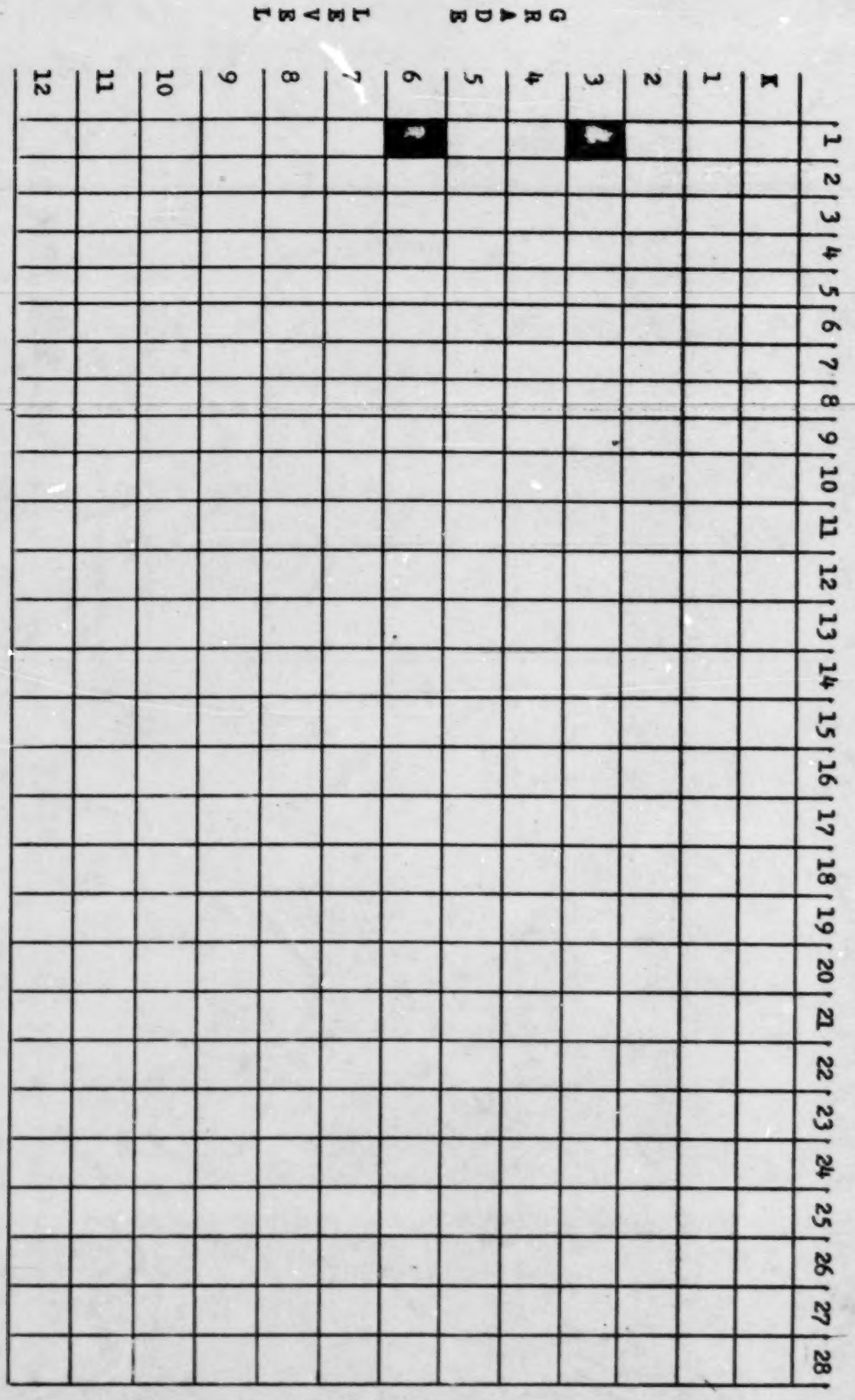
MANUFACTURING CLUSTER

FIELD TRIPS 1973 - 1974



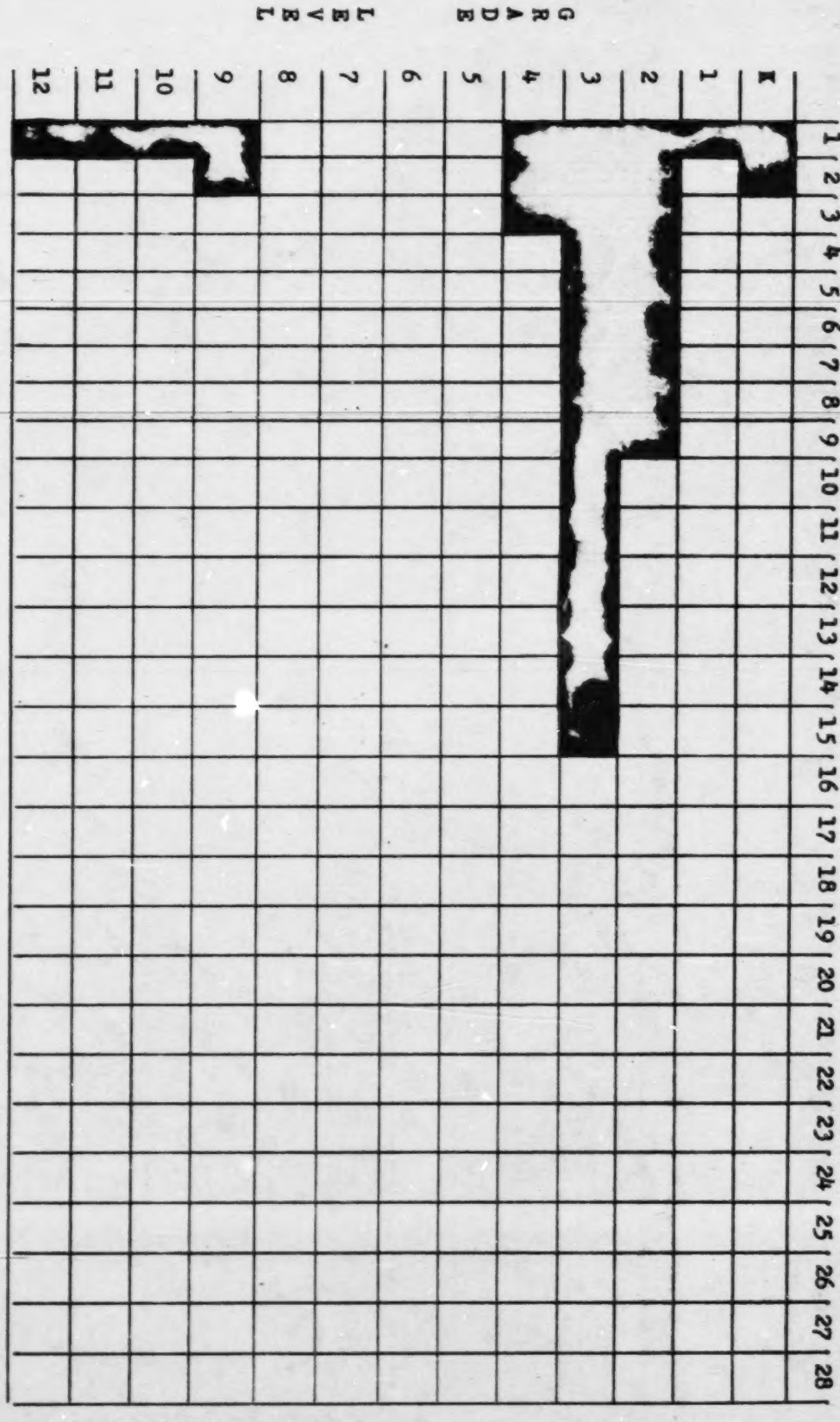
MARINE SCIENCE CLUSTER

FIELD TRIPS 1973 - 1974



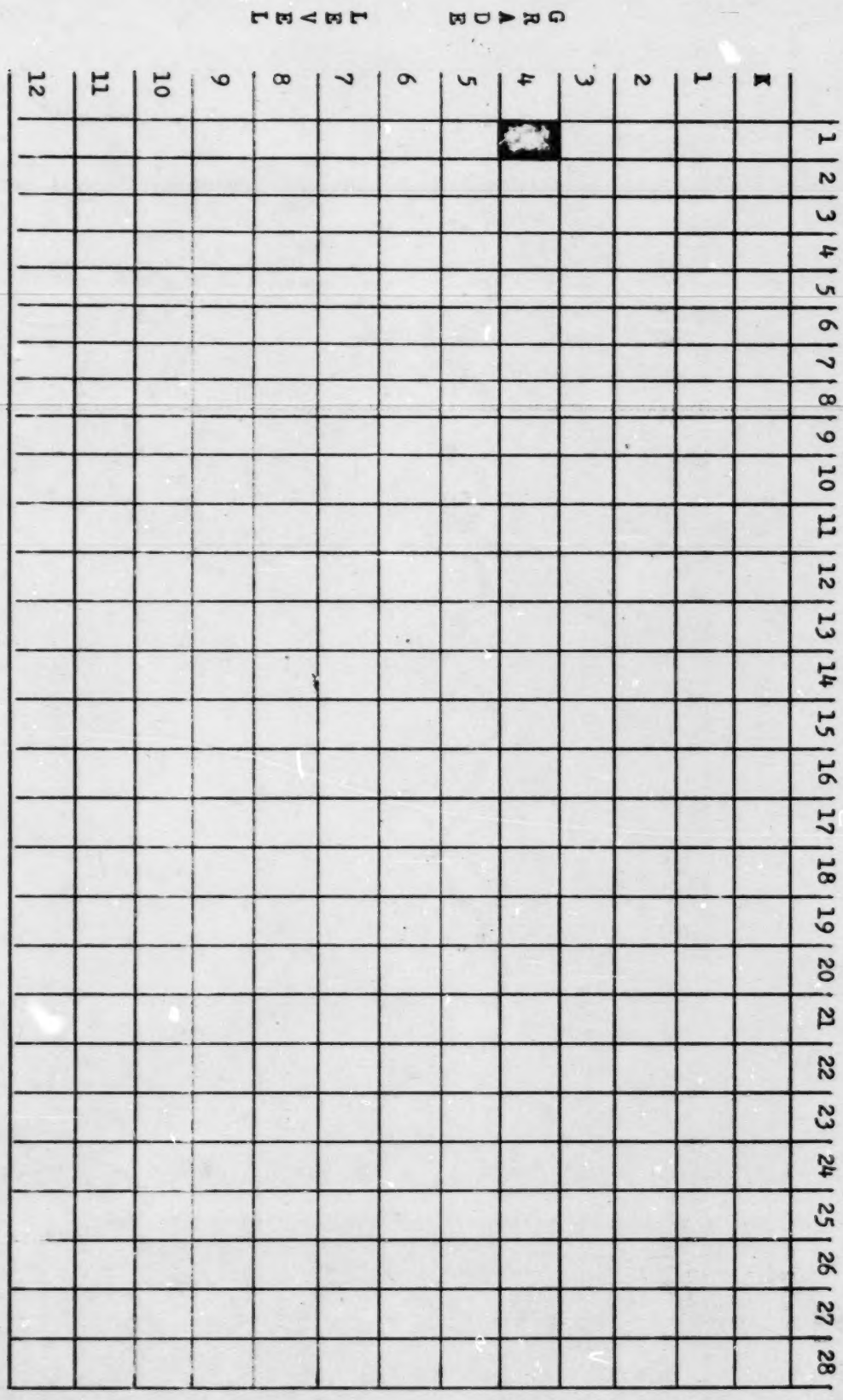
MARKETING AND DISTRIBUTION CLUSTER

FIELD TRIPS 1973 - 1974



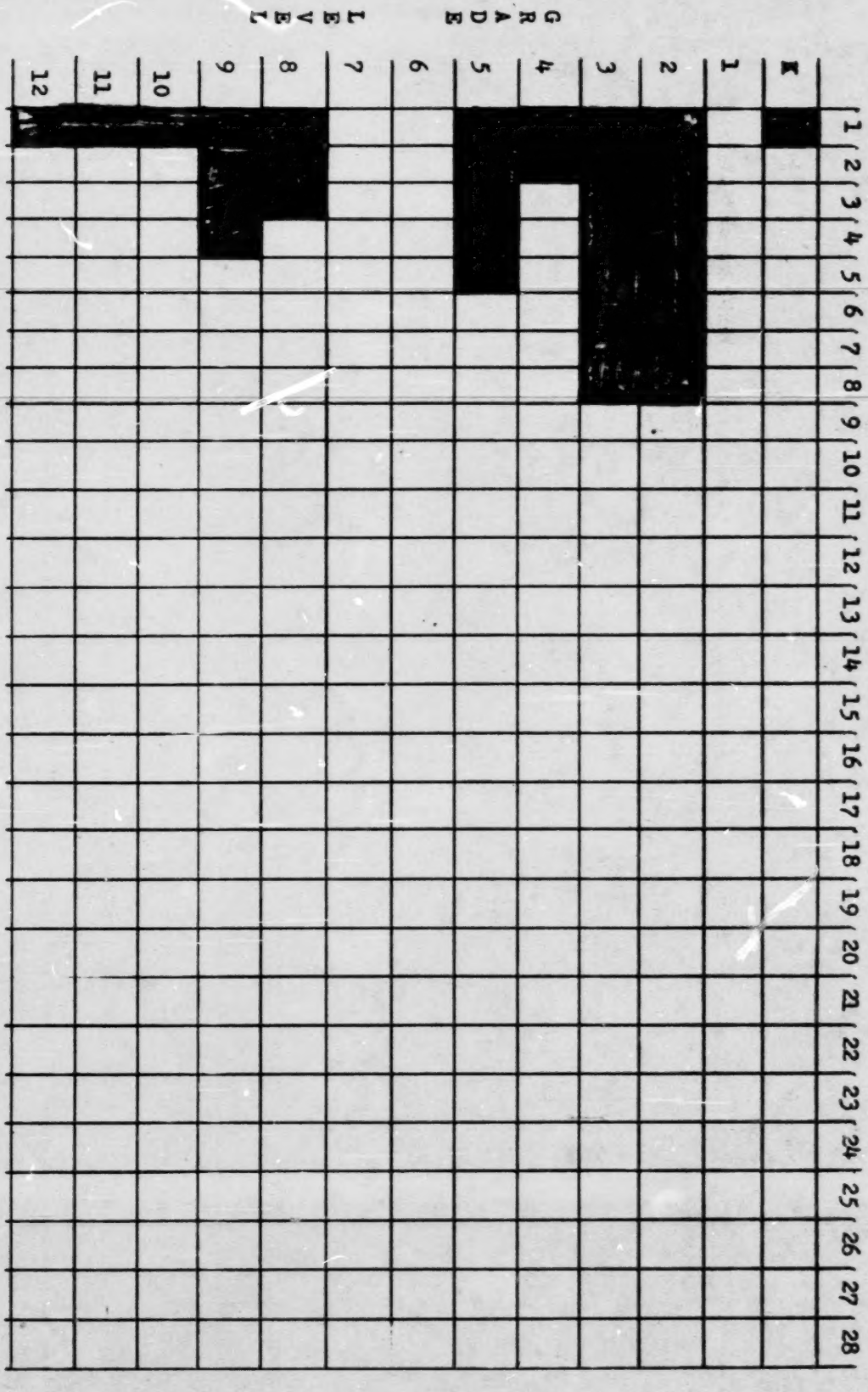
PERSONAL SERVICES CLUSTER

FIELD TRIPS 1973 - 1974



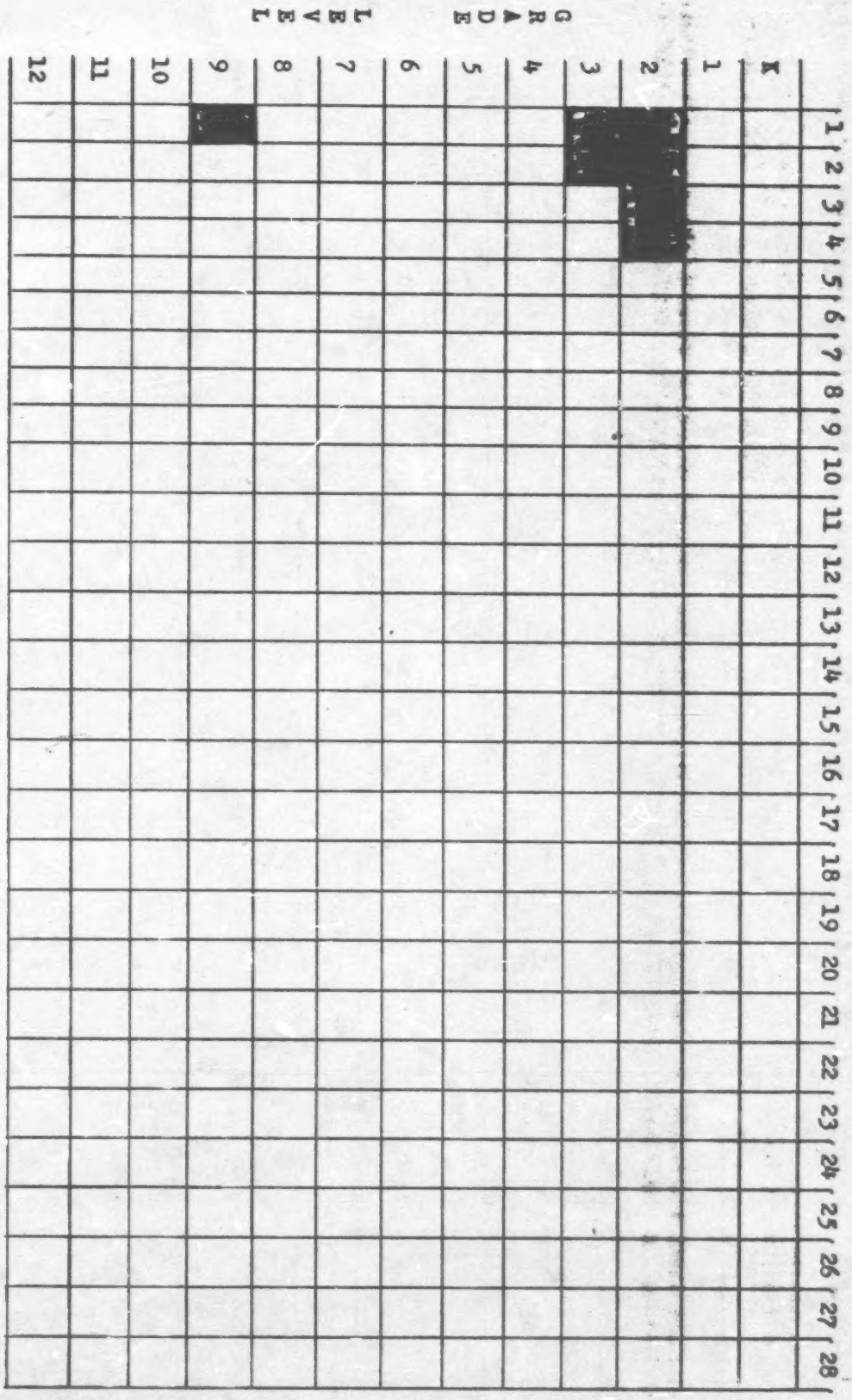
PUBLIC SERVICES CLUSTER

FIELD TRIPS 1973 - 1974



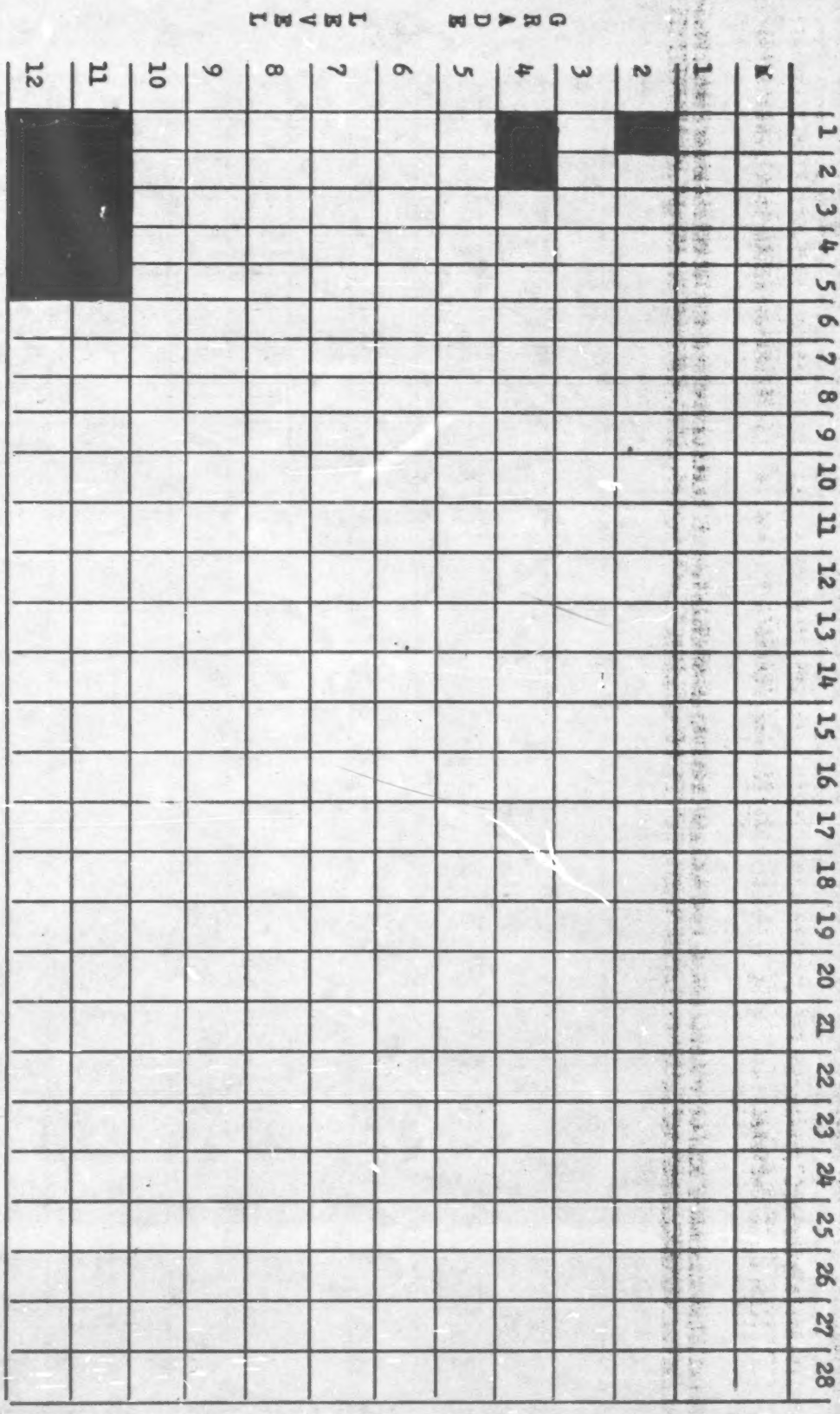
TRANSPORTATION CLUSTER

FIELD TRIPS 1973 - 1974



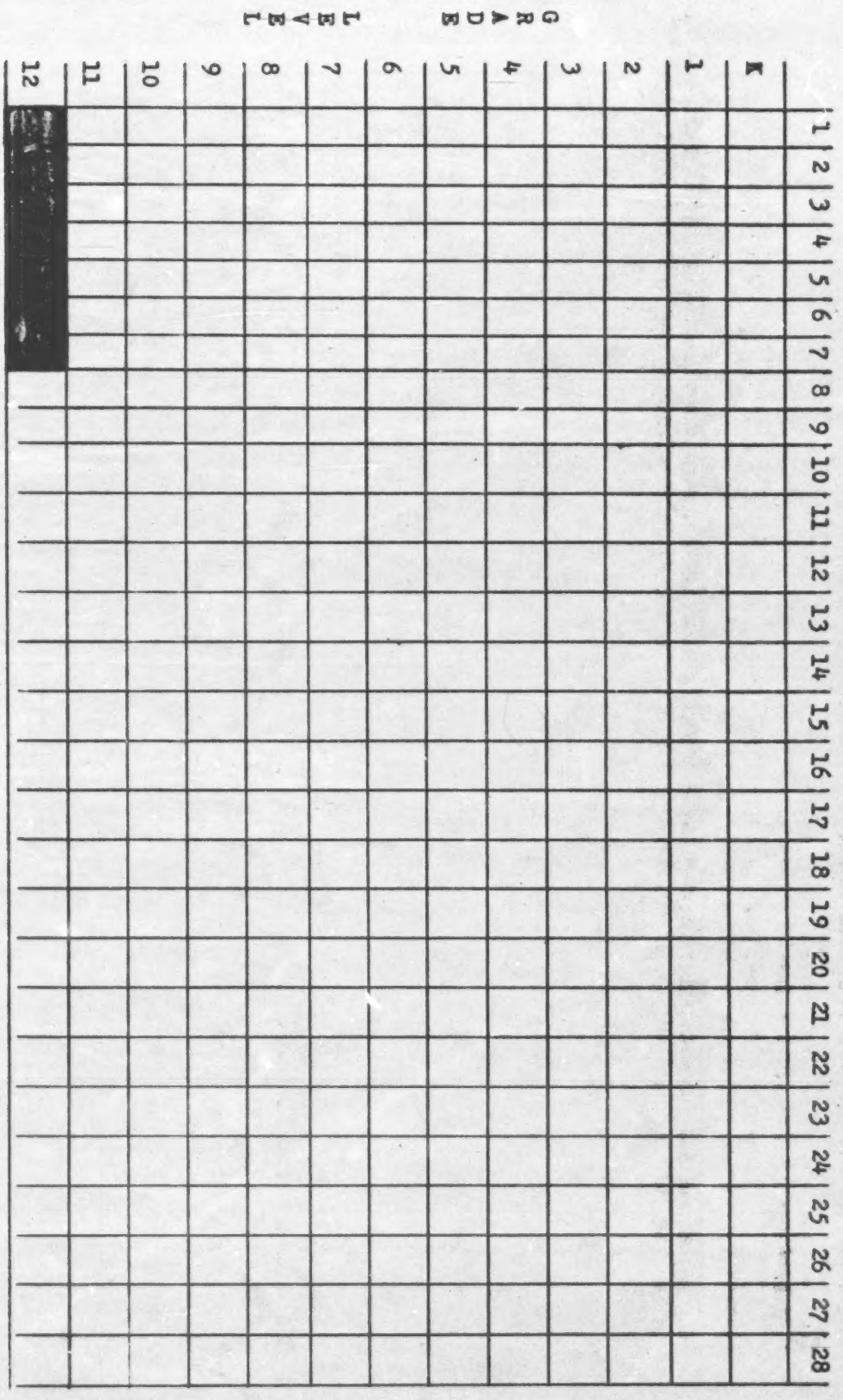
AGRIBUSINESS AND NATURAL RESOURCES CLUSTER

RESOURCE PERSONS 1973 - 1974



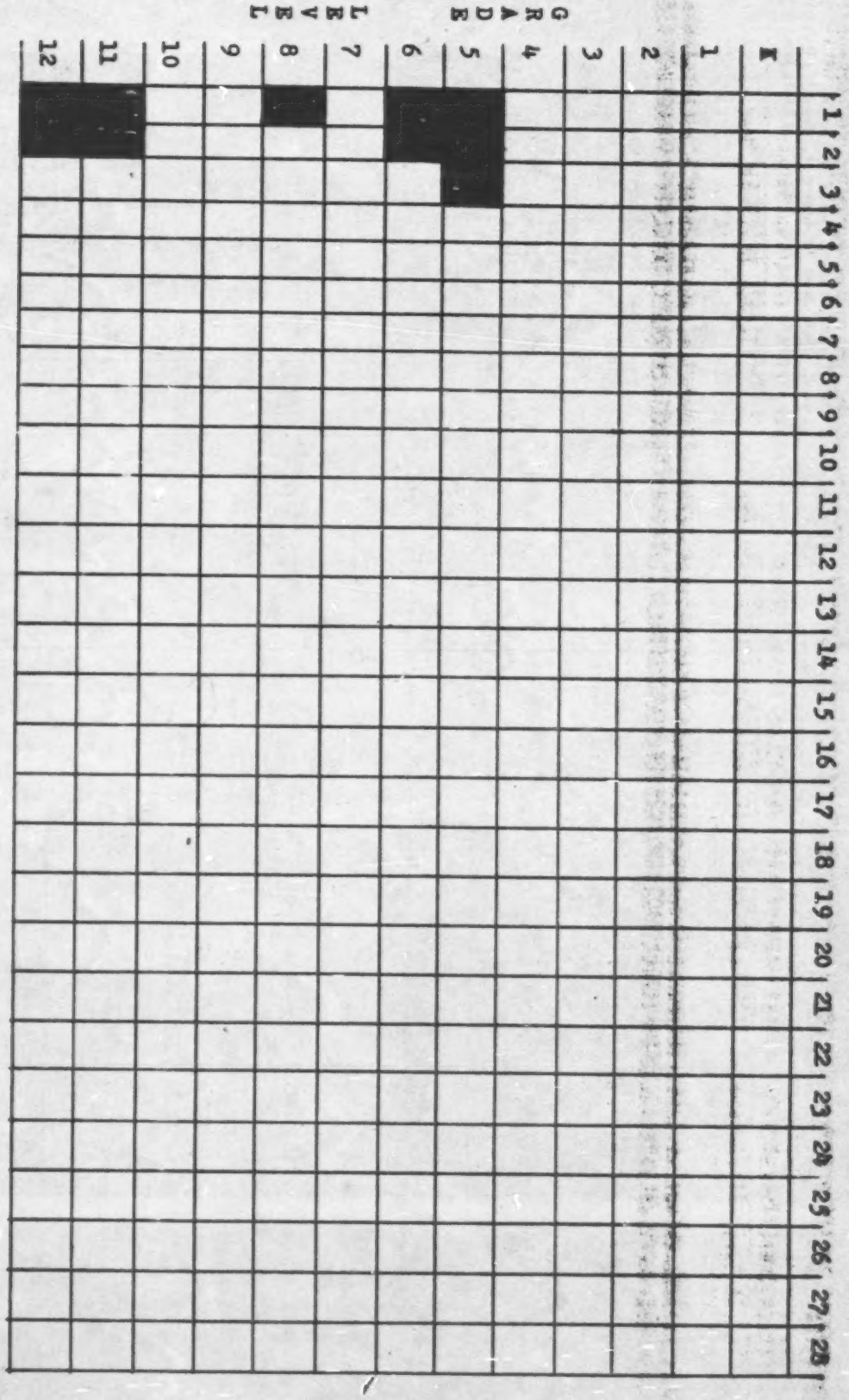
BUSINESS AND OFFICE CLUSTER

RESOURCE PERSONS 1973 - 1974



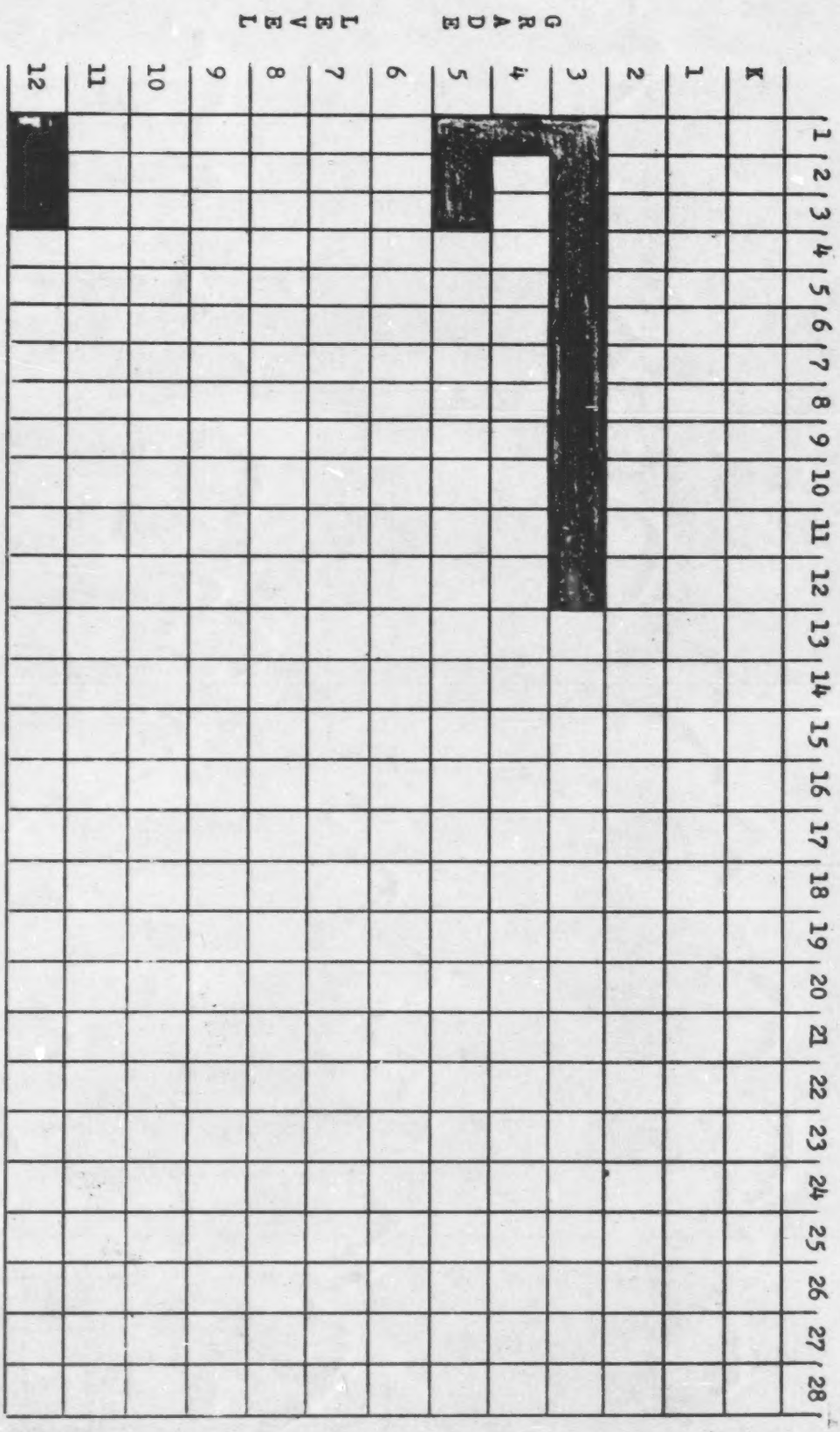
COMMUNICATIONS CLUSTER

RESOURCE PERSONS 1973 - 1974



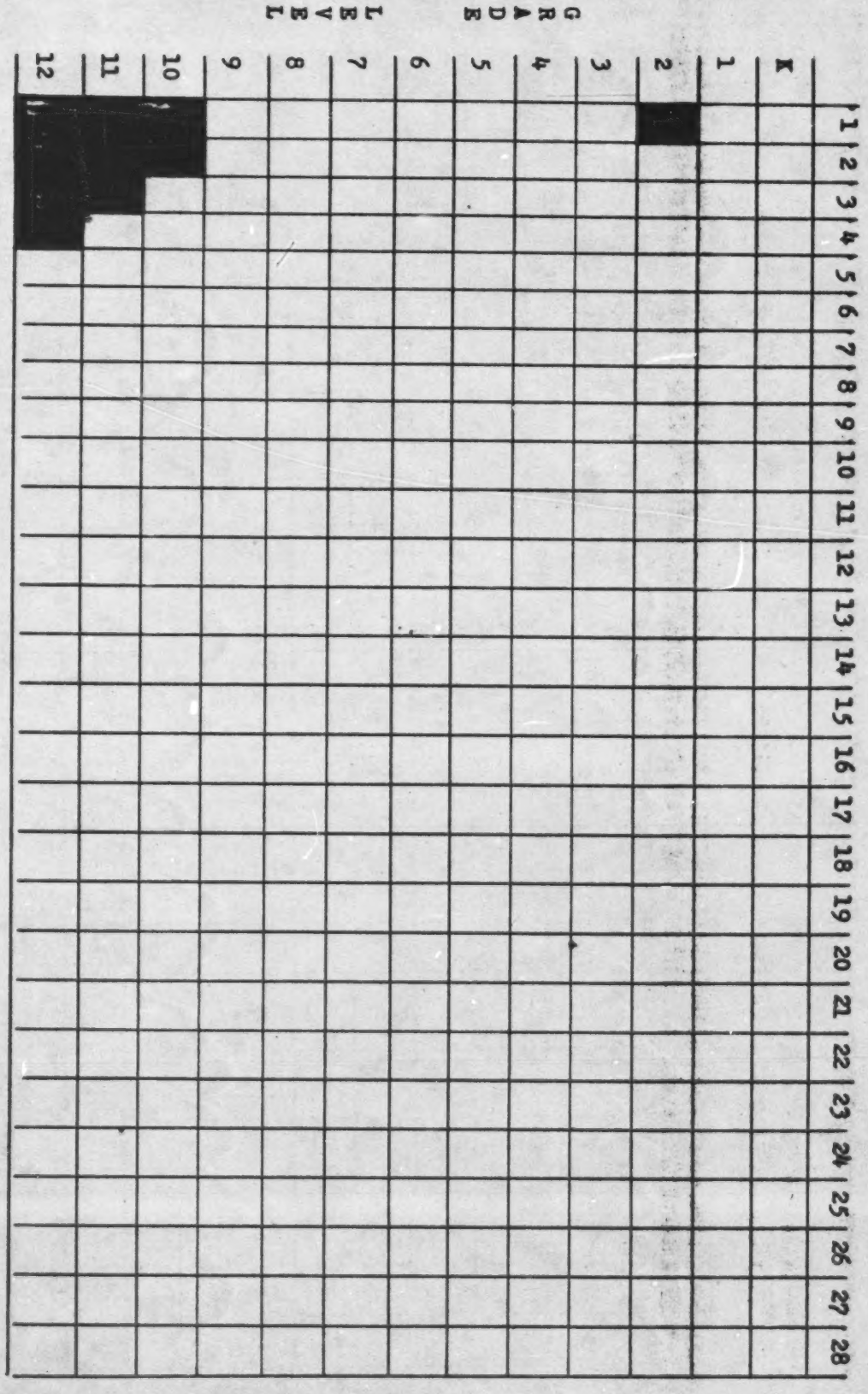
CONSTRUCTION CLUSTER

RESOURCE PERSONS 1973 - 1974



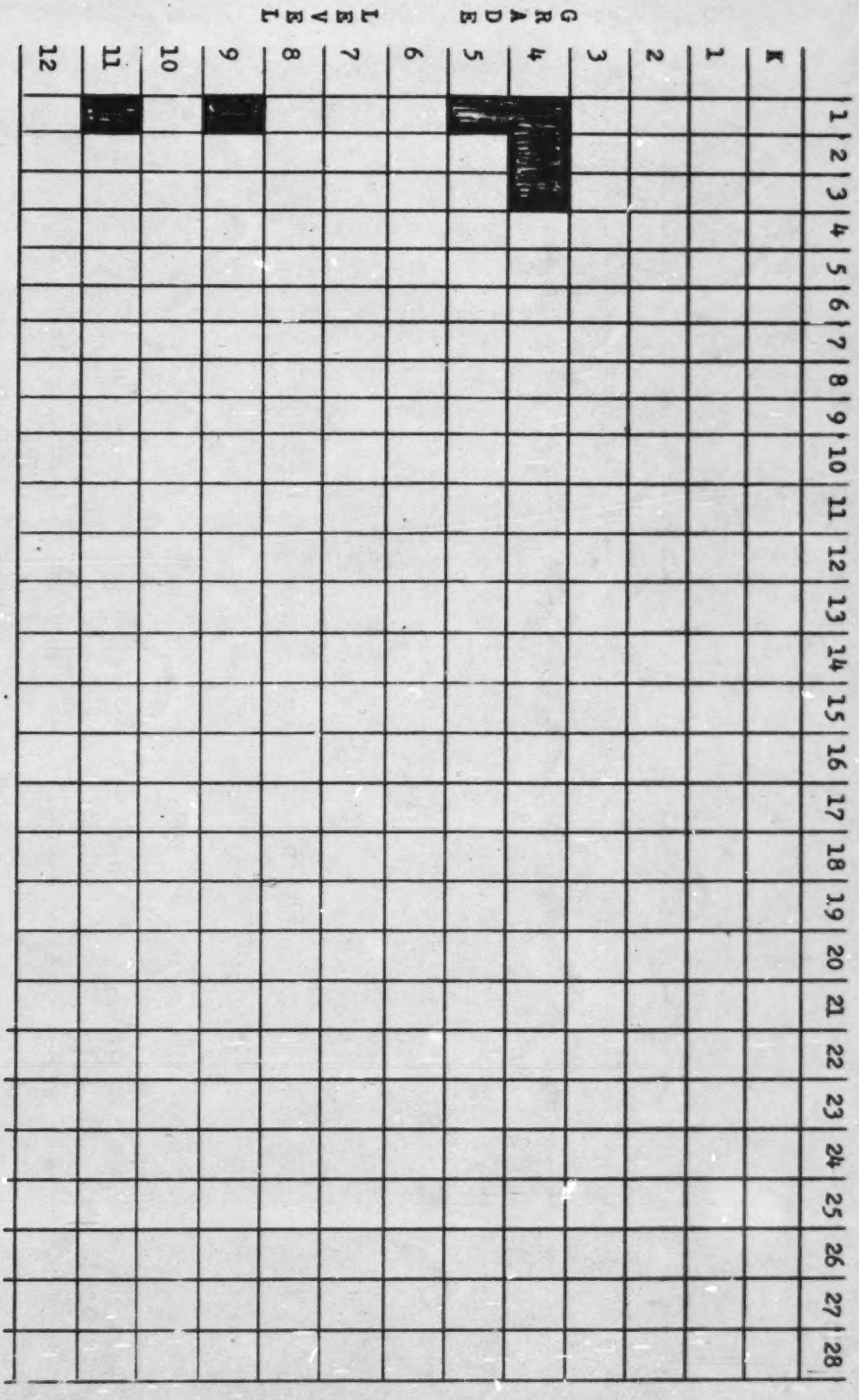
CONSUMER, HOMEMAKING, AND RELATED CLUSTER

RESOURCE PERSONS 1973 - 1974



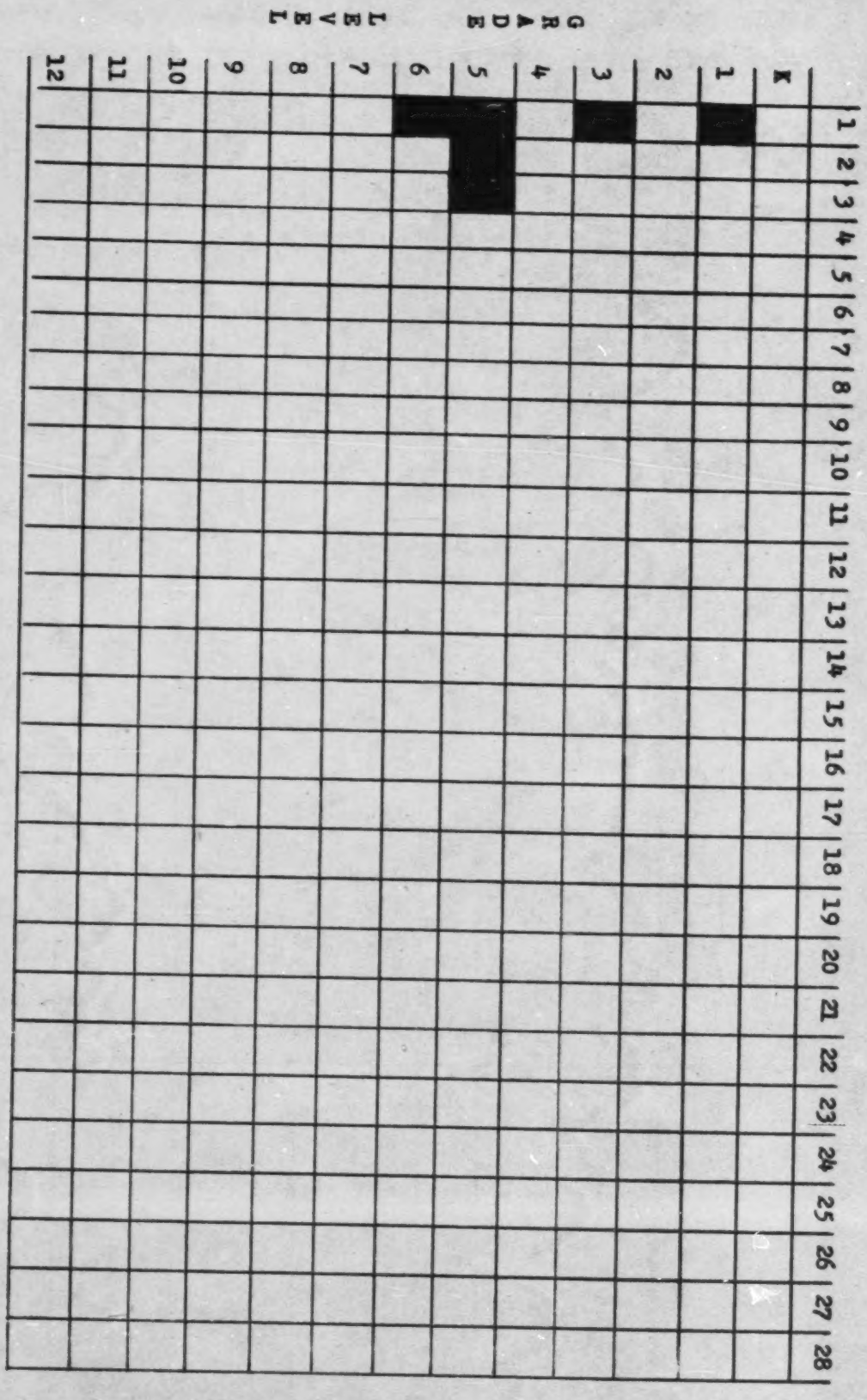
ENVIRONMENTAL CLUSTER

RESOURCE PERSONS 1973 - 1974



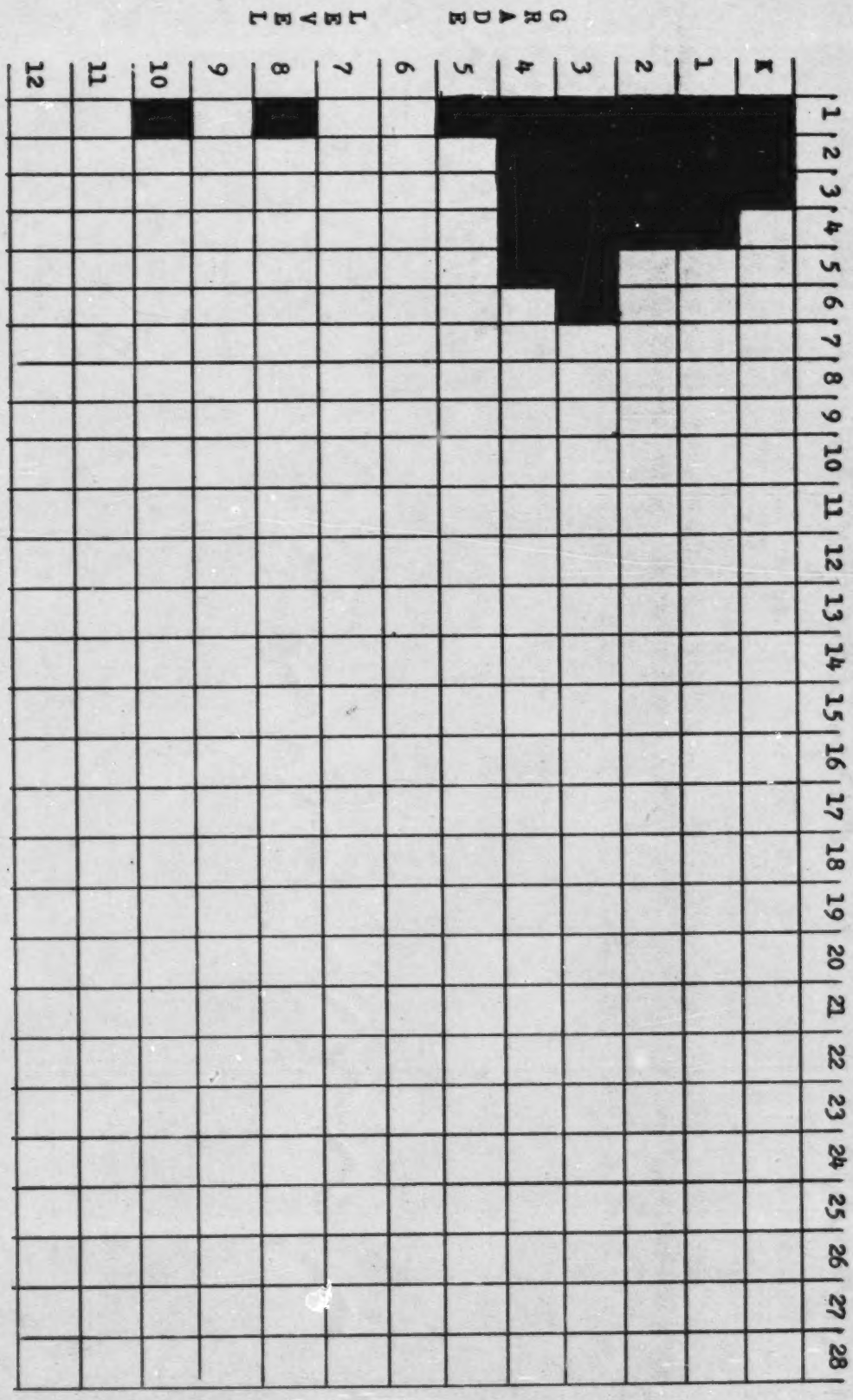
FINE ARTS AND HUMANITIES CLUSTER

RESOURCE PERSONS 1973 - 1974



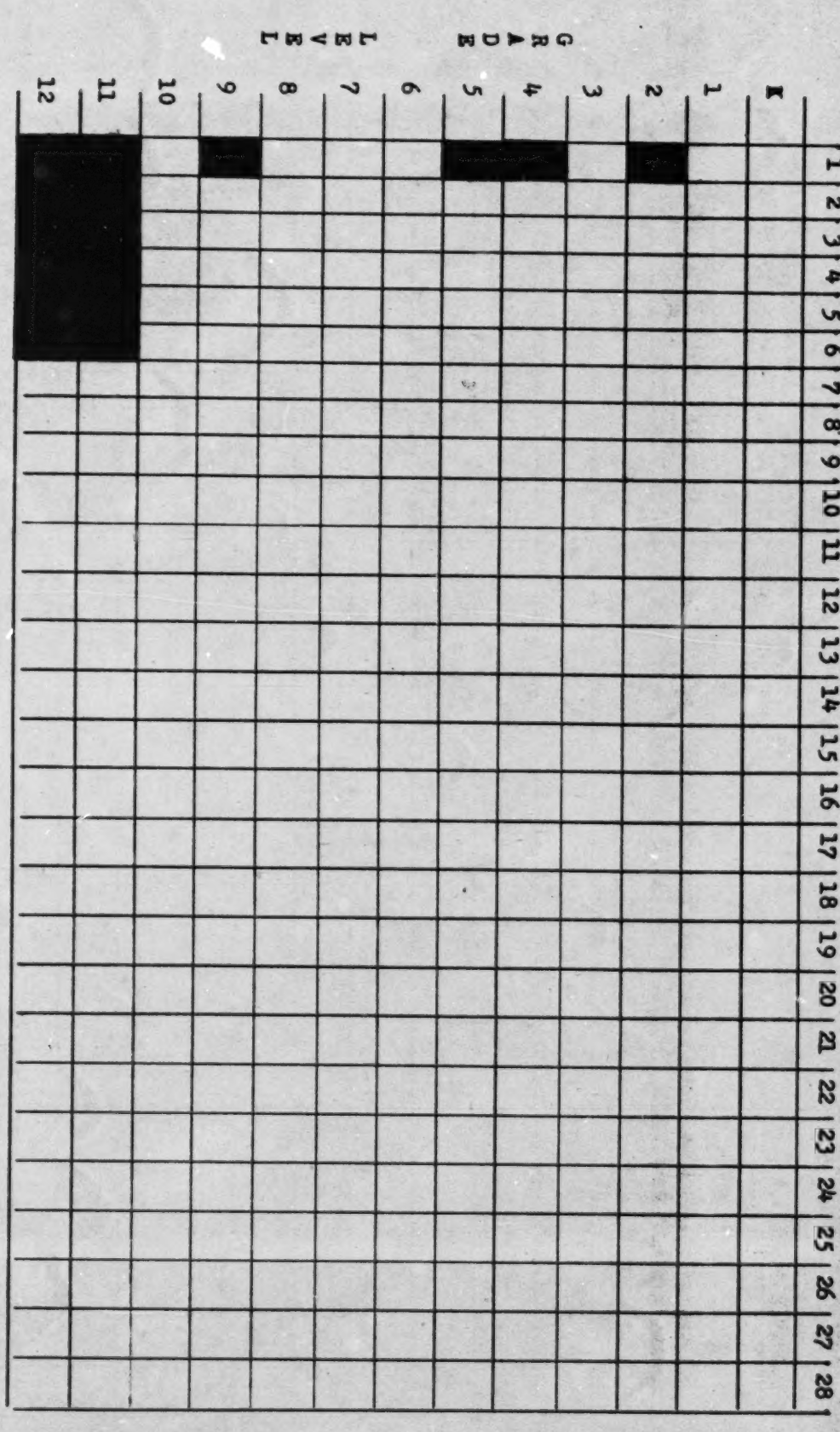
HEALTH CLUSTER

RESOURCE PERSONS 1973 - 1974



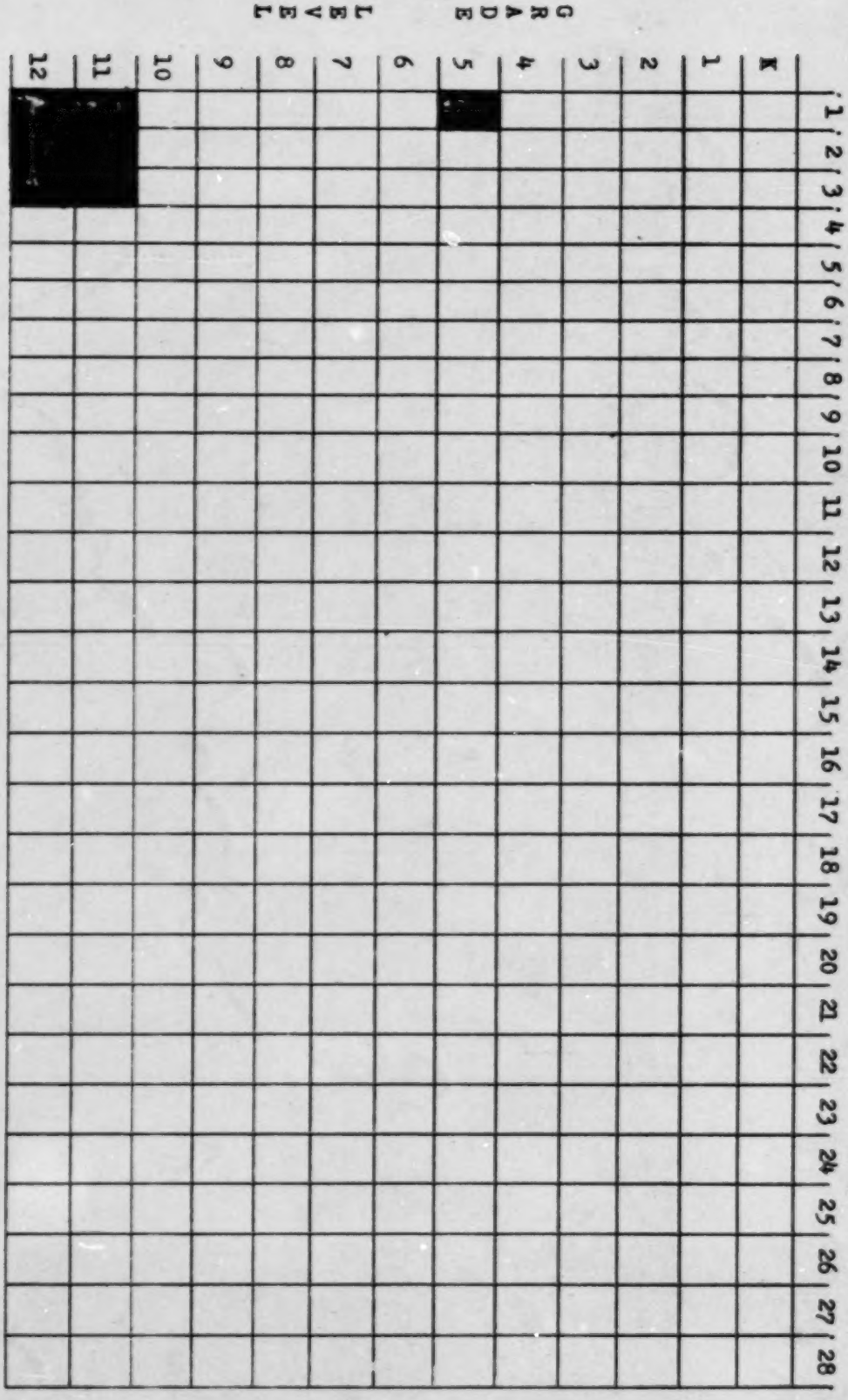
HOSPITALITY AND RECREATION CLUSTER

RESOURCE PERSONS 1973 - 1974



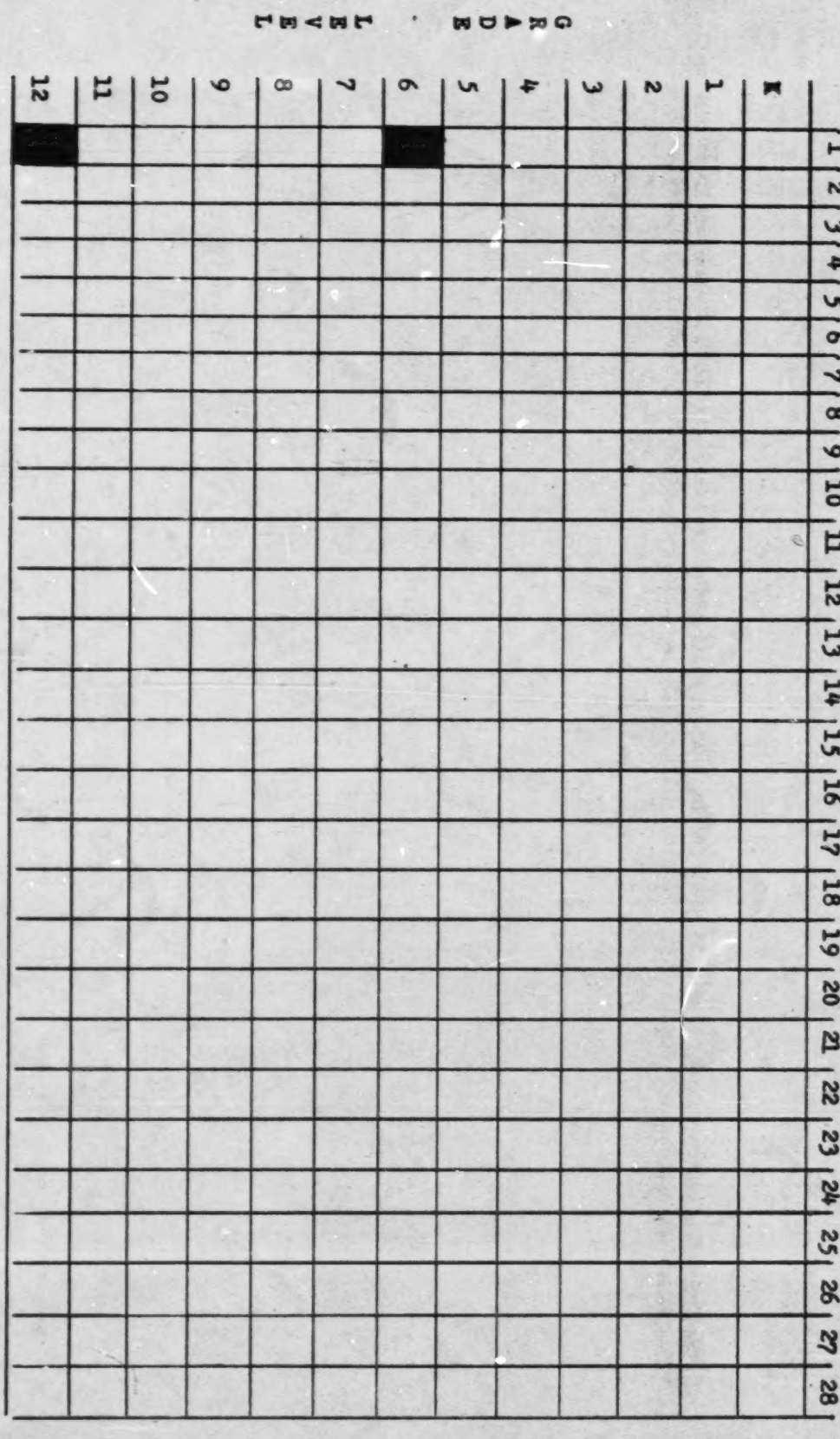
MANUFACTURING CLUSTER

RESOURCE PERSONS 1973 - 1974



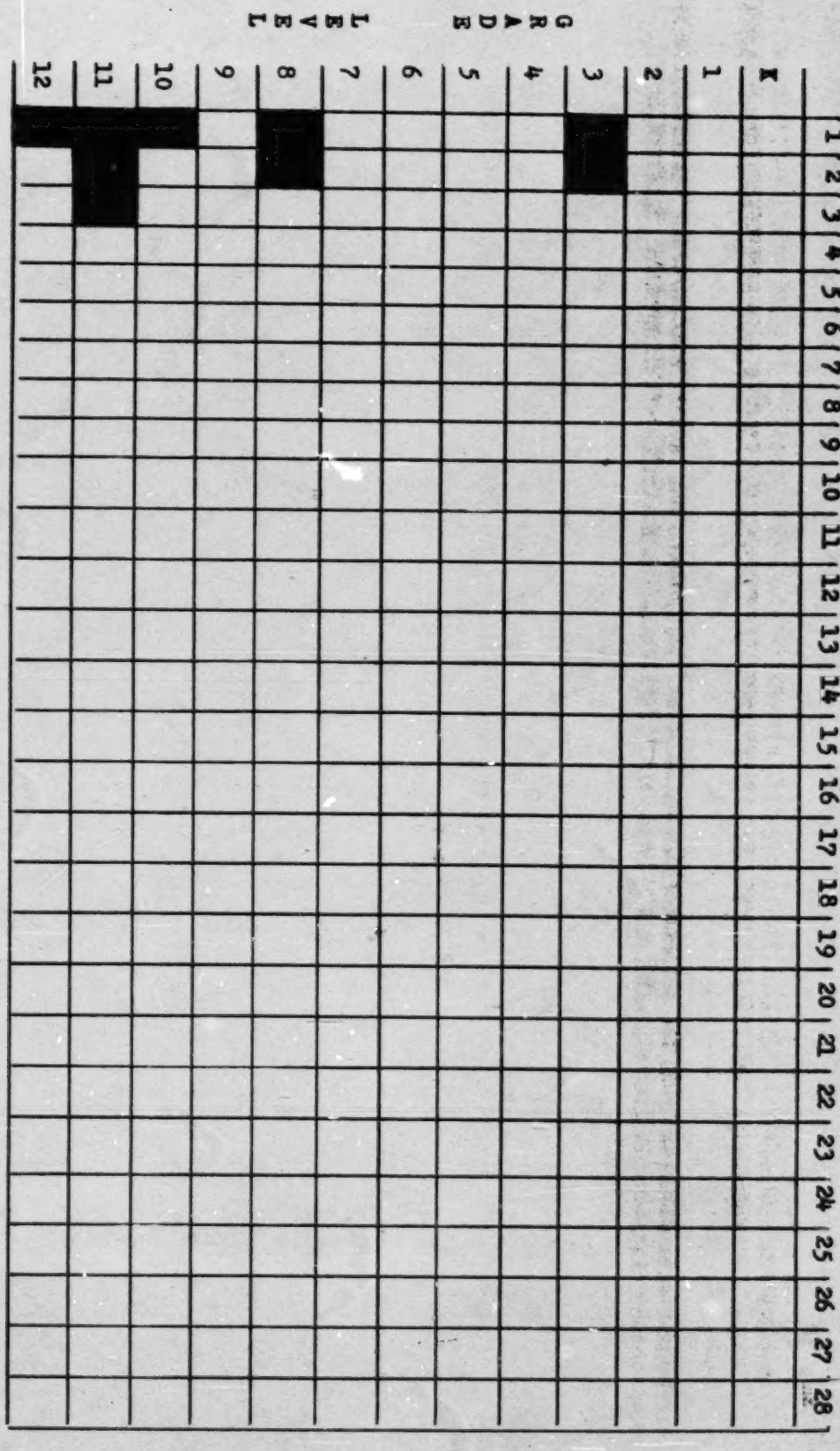
MARINE SCIENCE CLUSTER

RESOURCE PERSONS 1973 - 1974



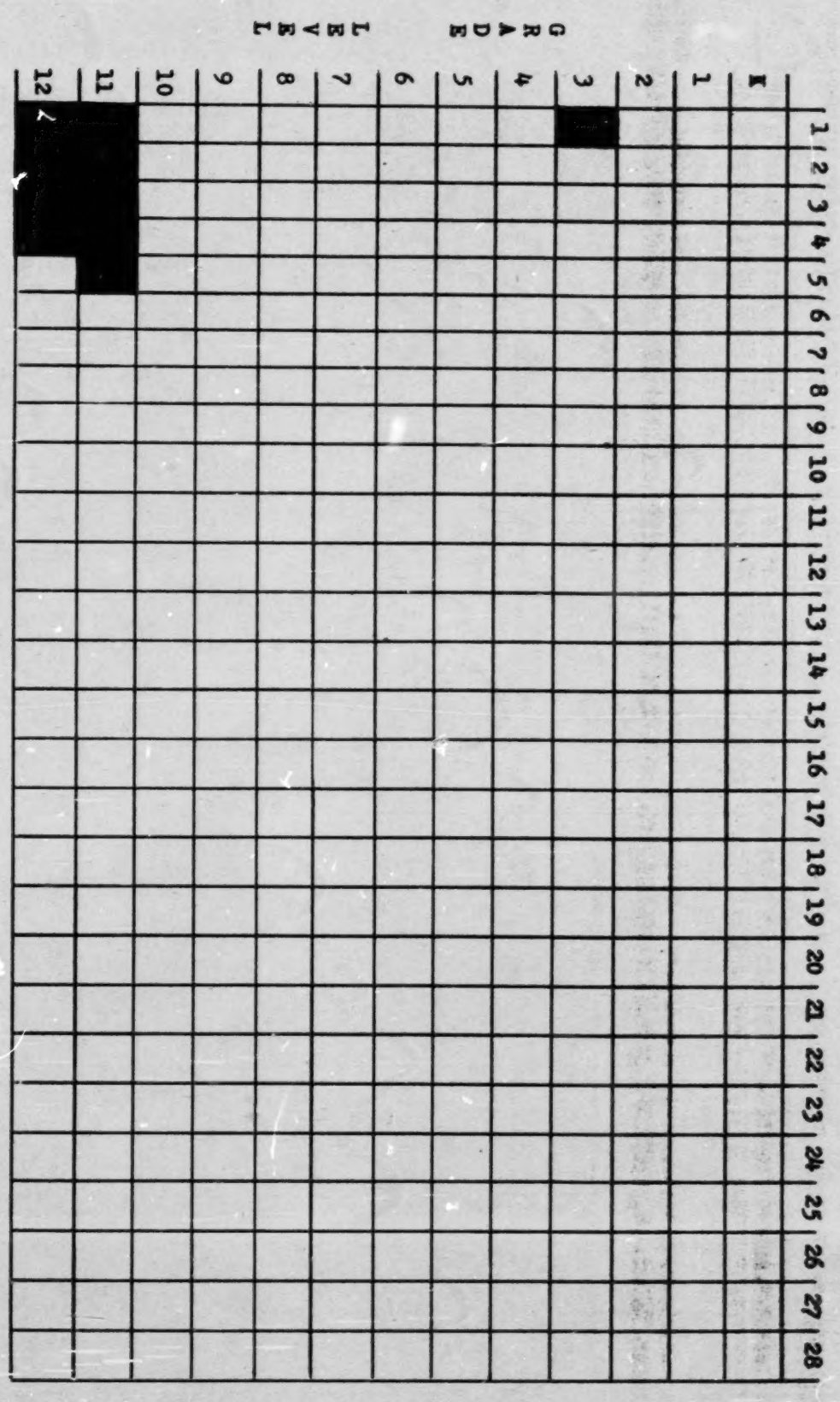
MARKETING AND DISTRIBUTION CLUSTER

RESOURCE PERSONS 1973 - 1974



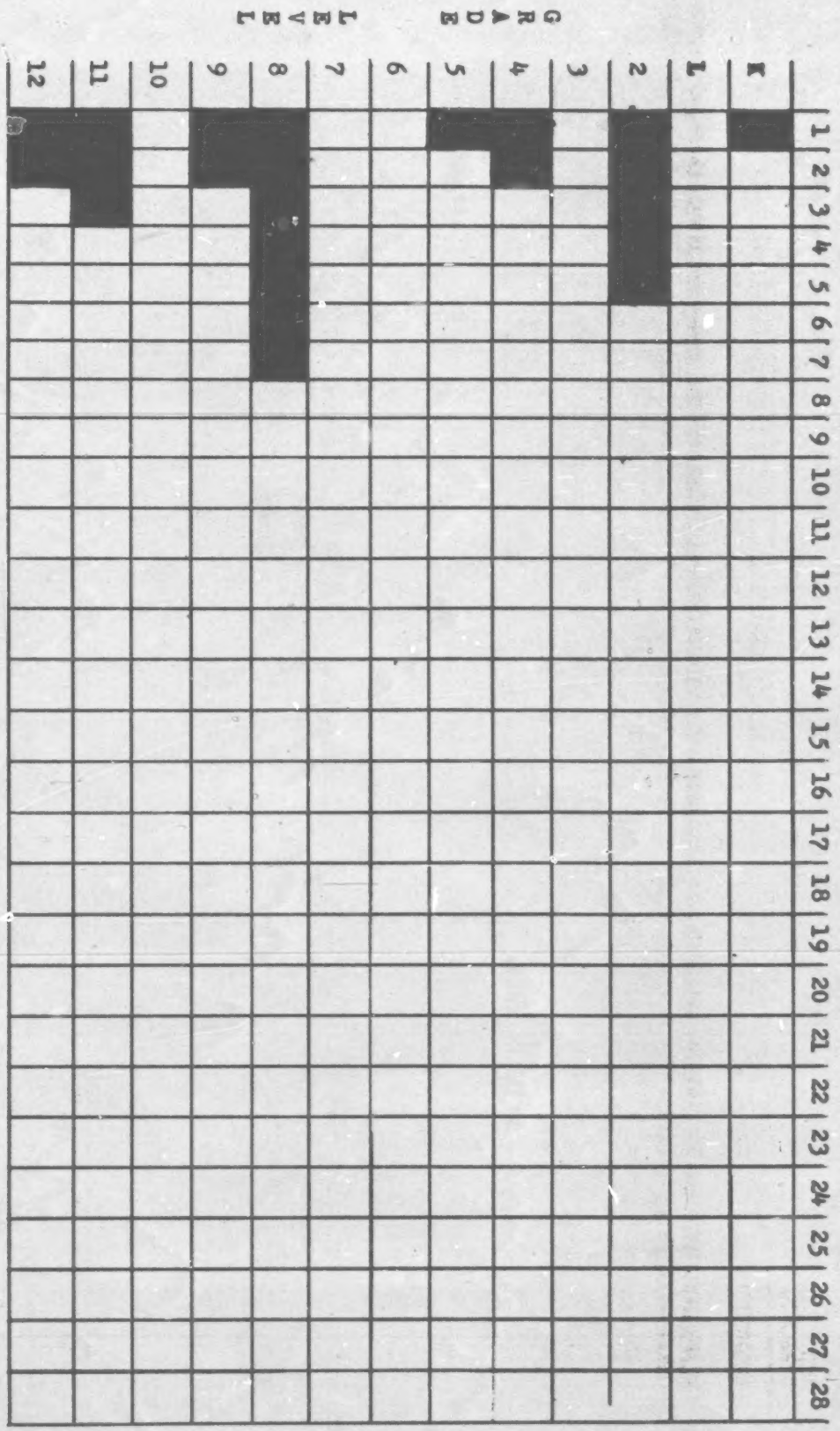
PERSONAL SERVICES CLUSTER

RESOURCE PERSONS 1973 - 1974



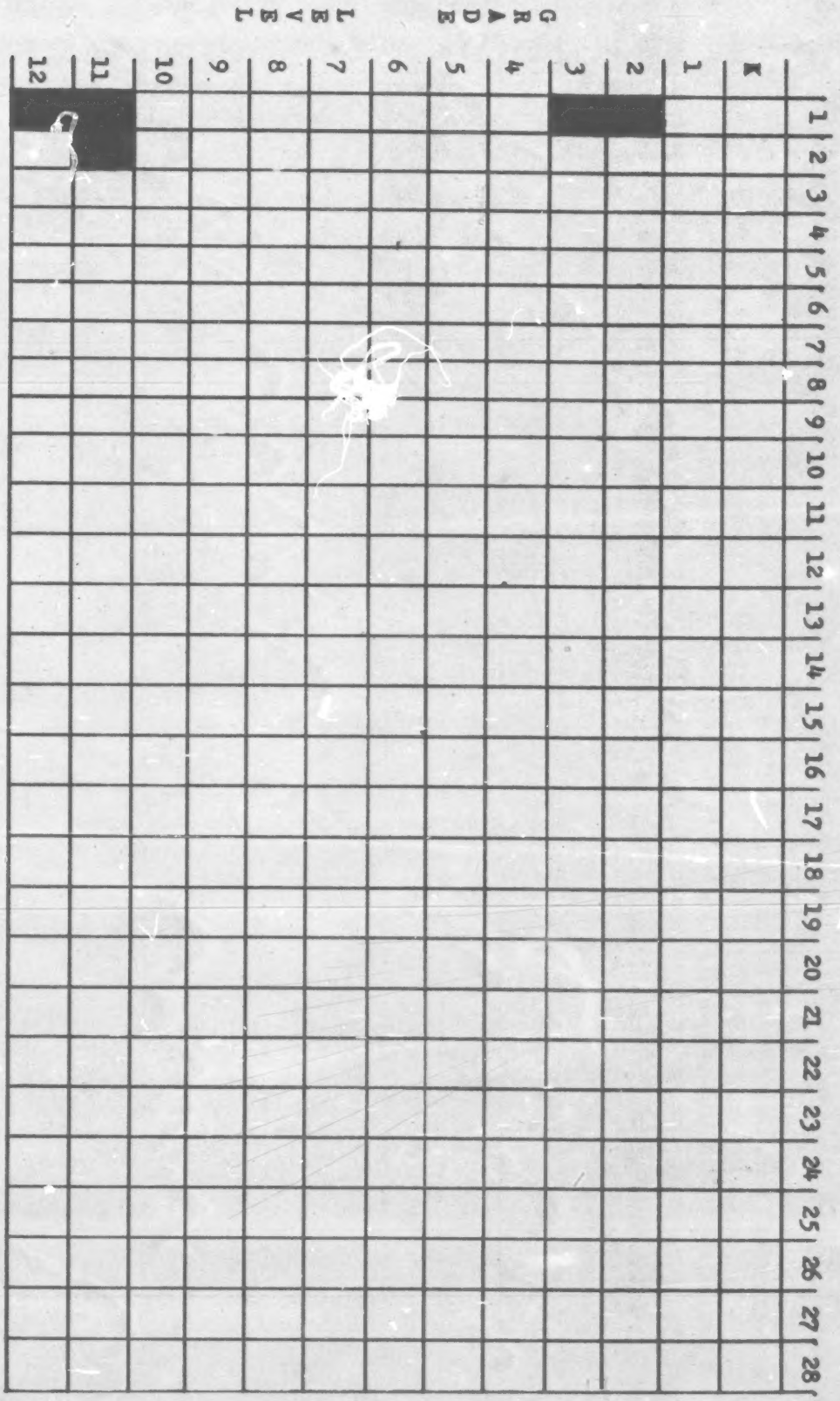
PUBLIC SERVICES CLUSTER

RESOURCE PERSONS 1973 - 1974



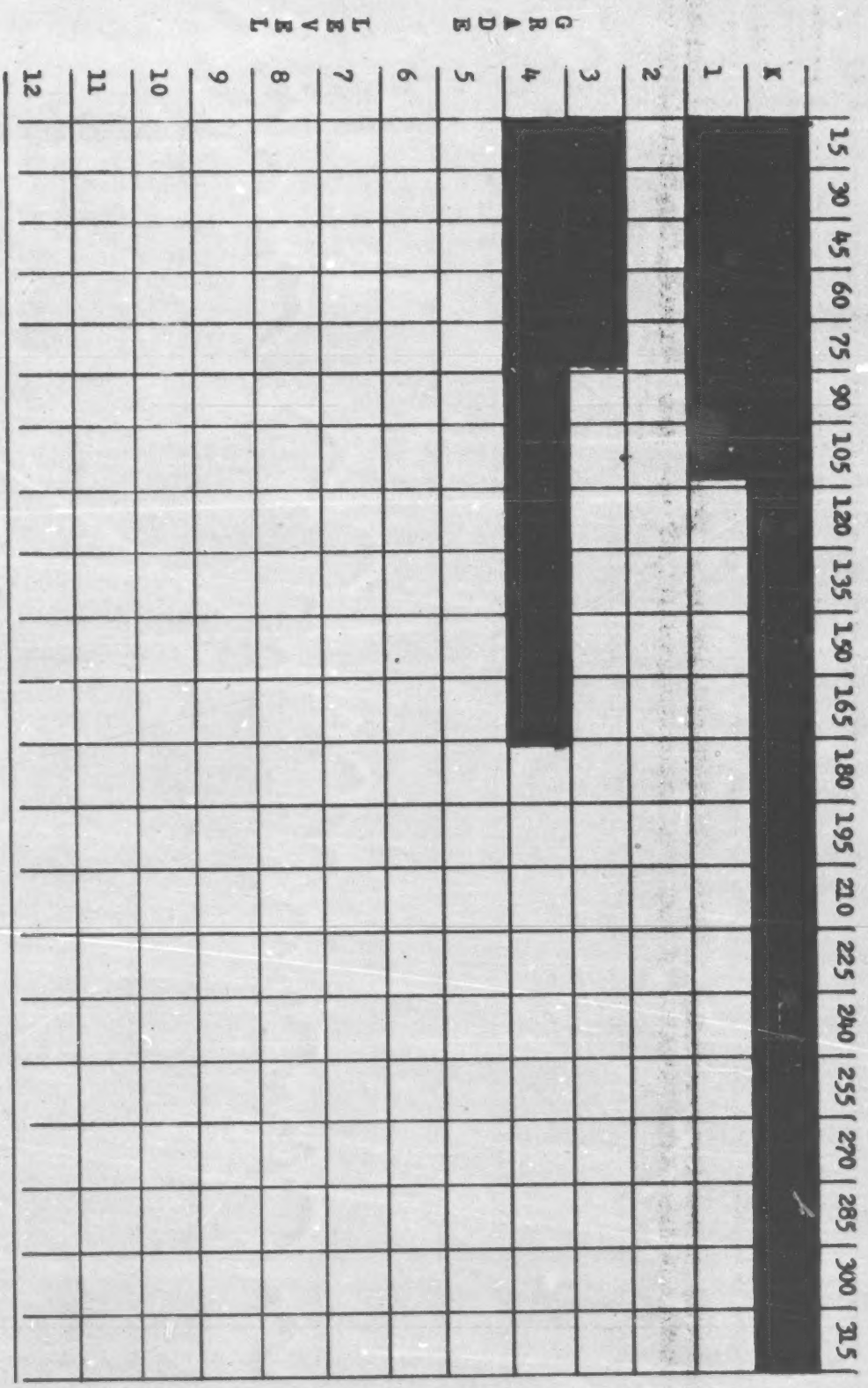
TRANSPORTATION CLUSTER

RESOURCE PERSONS 1973 - 1974



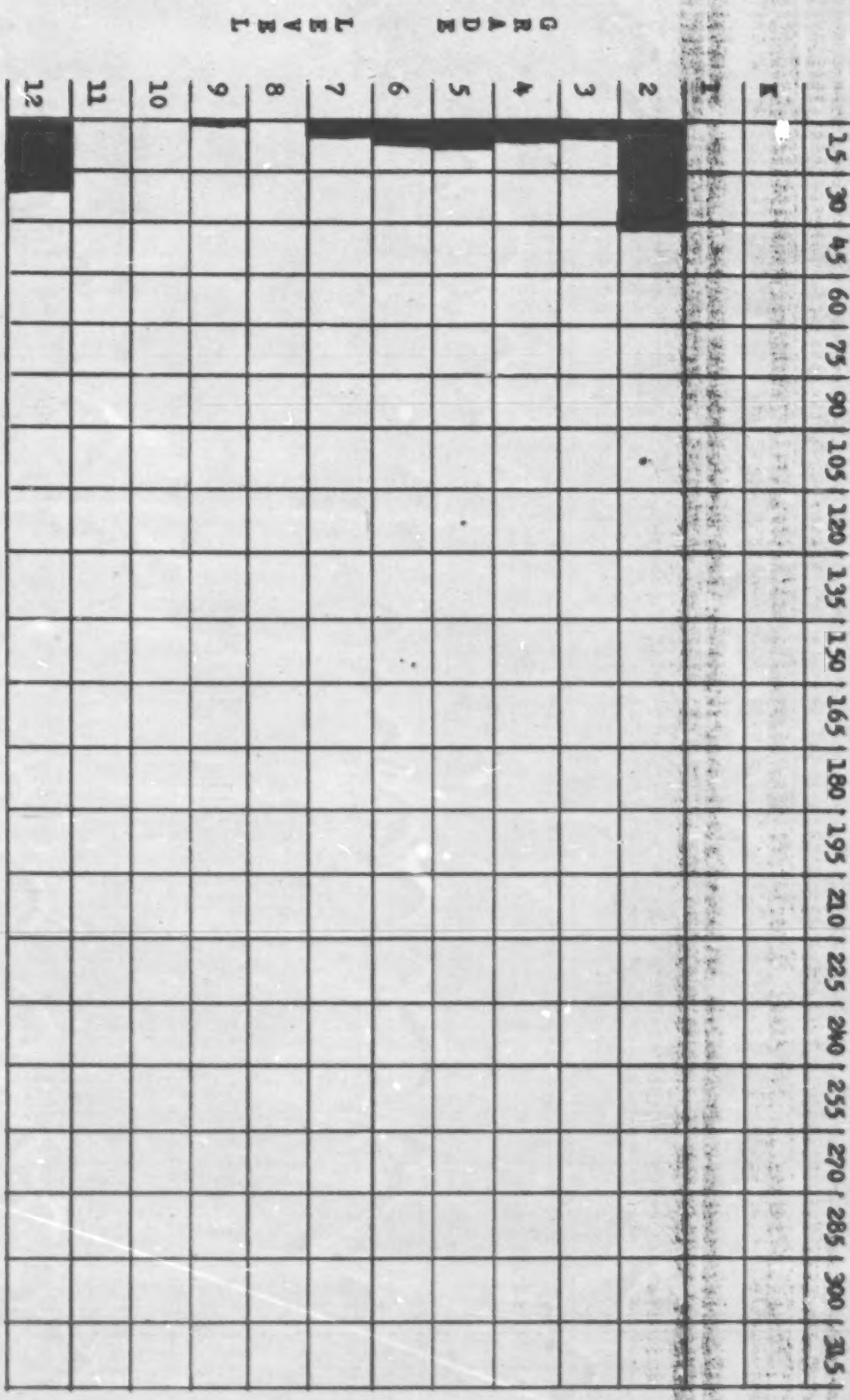
AGRIBUSINESS AND NATURAL RESOURCES CLUSTER

FIELD TRIPS 1973 - 1974



BUSINESS AND OFFICE CLUSTER

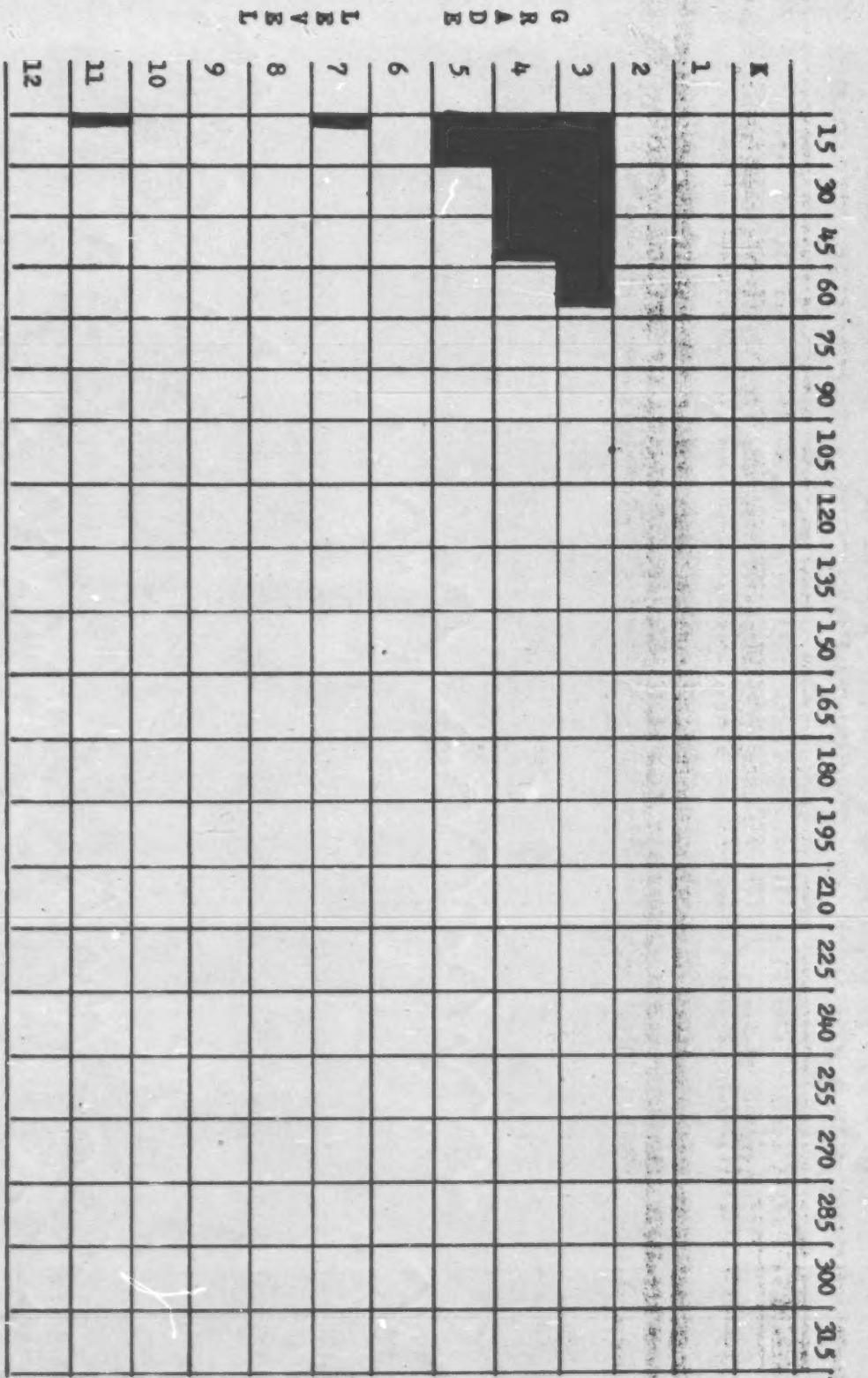
FIELD TRIPS 1973 - 1974



52.

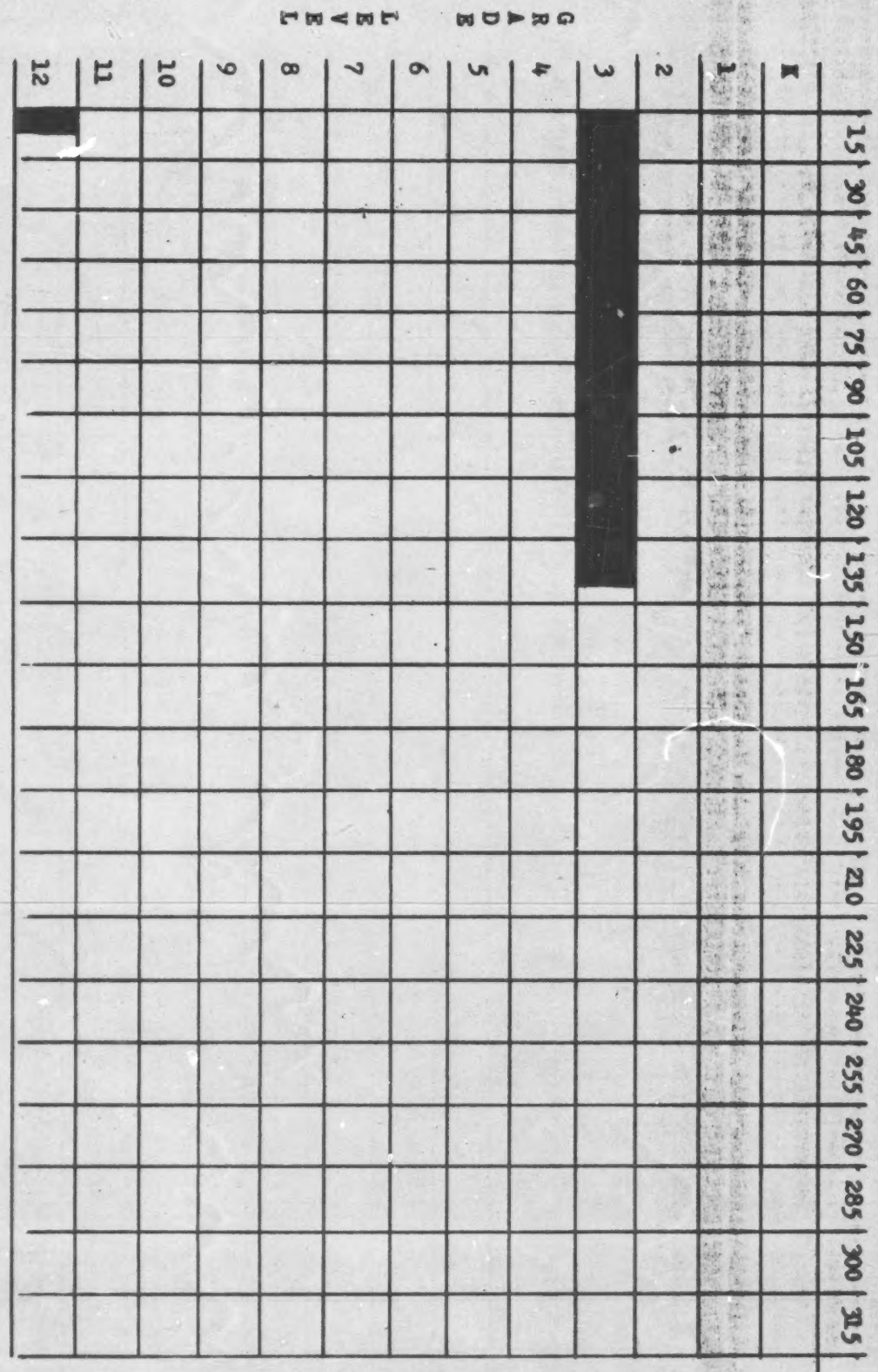
COMMUNICATIONS CLUSTER

FIELD TRIPS 1973 - 1974



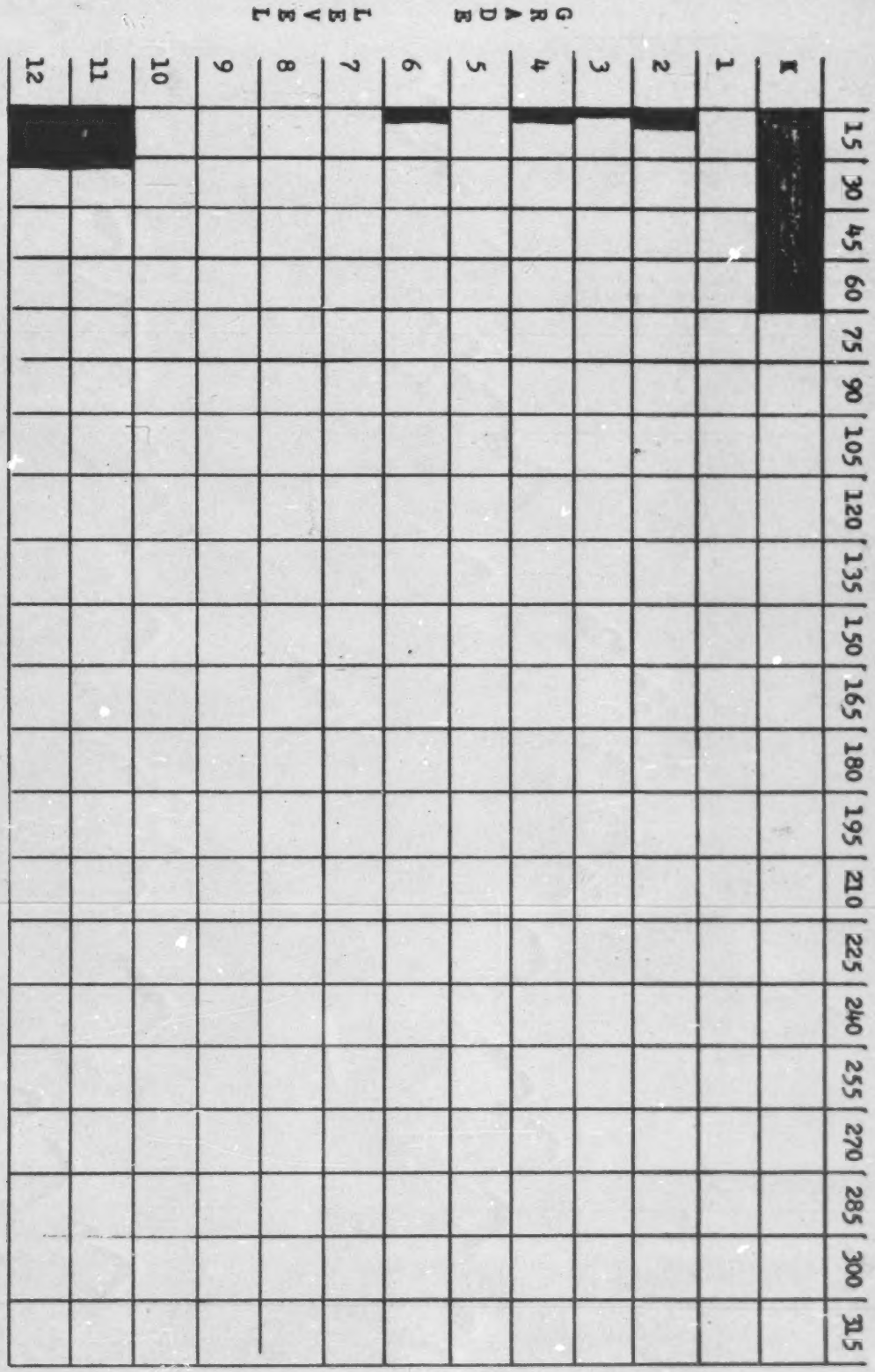
CONSTRUCTION CLUSTER

FIELD TRIPS 1973 - 1974



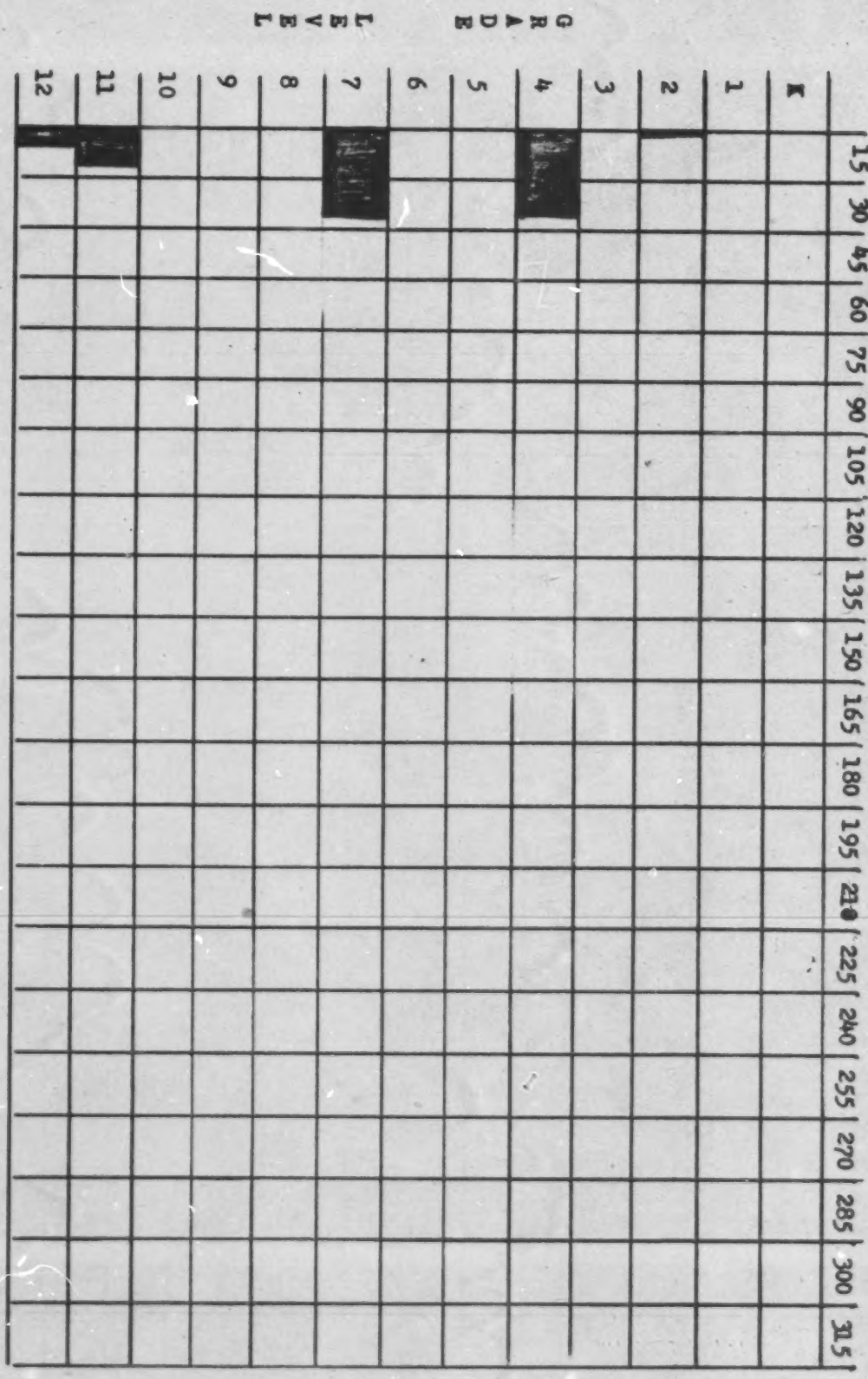
CONSUMER, HOMEMAKING AND RELATED CLUSTER

FIELD TRIPS 1973 - 1974



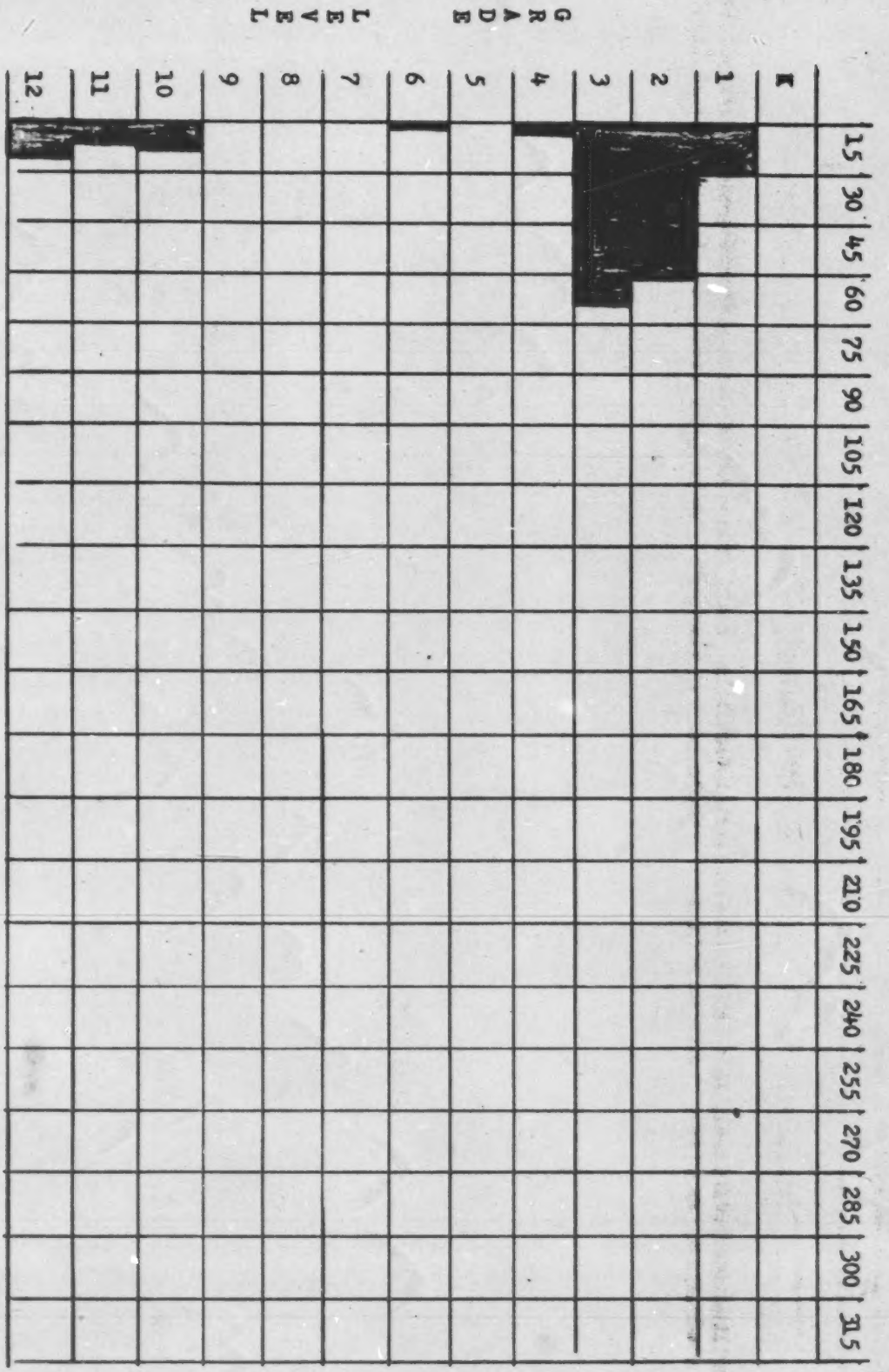
ENVIRONMENTAL CLUSTER

FIELD TRIPS 1973 - 1974



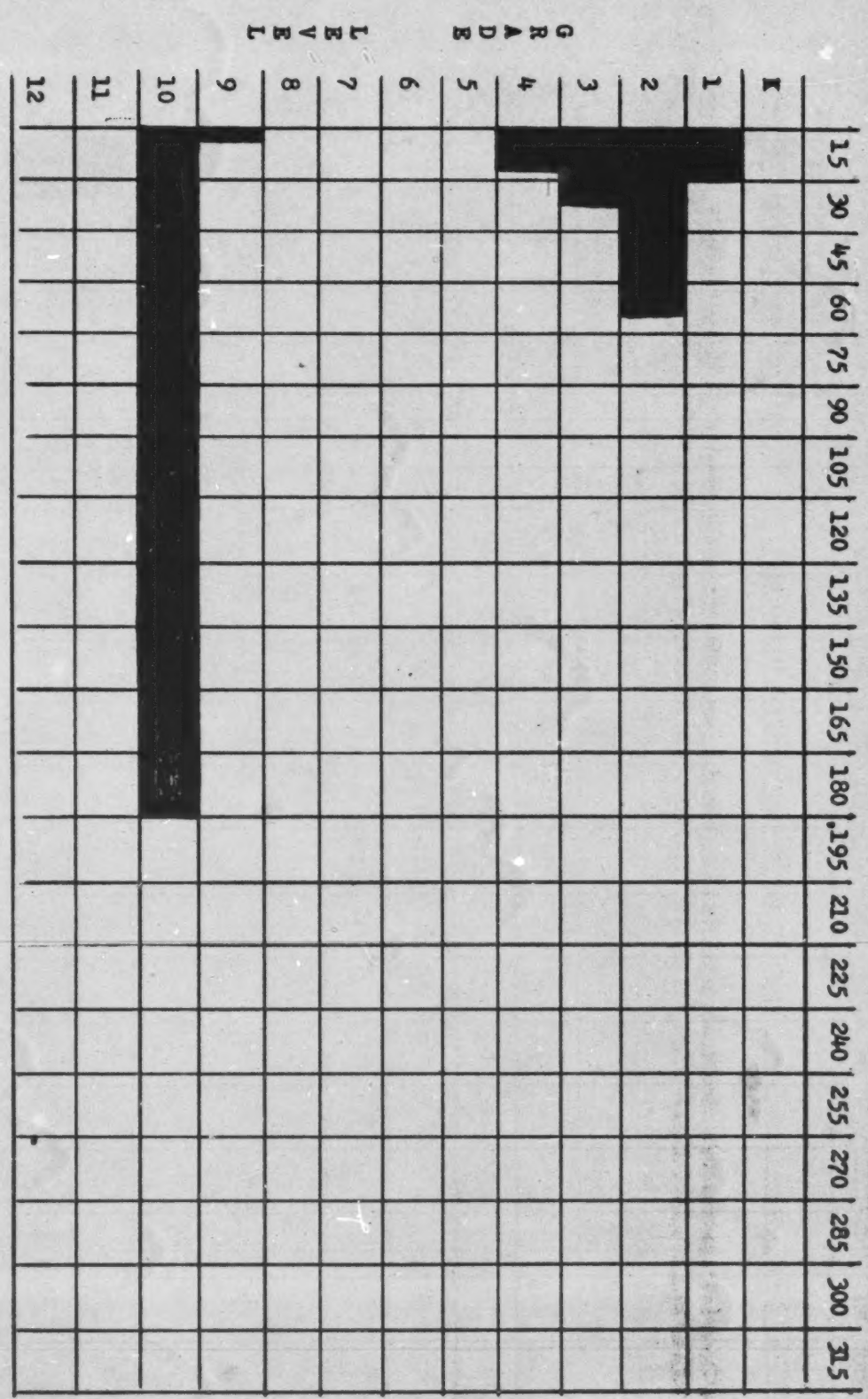
FINE ARTS AND HUMANITIES CLUSTER

FIELD TRIPS 1973 - 1974



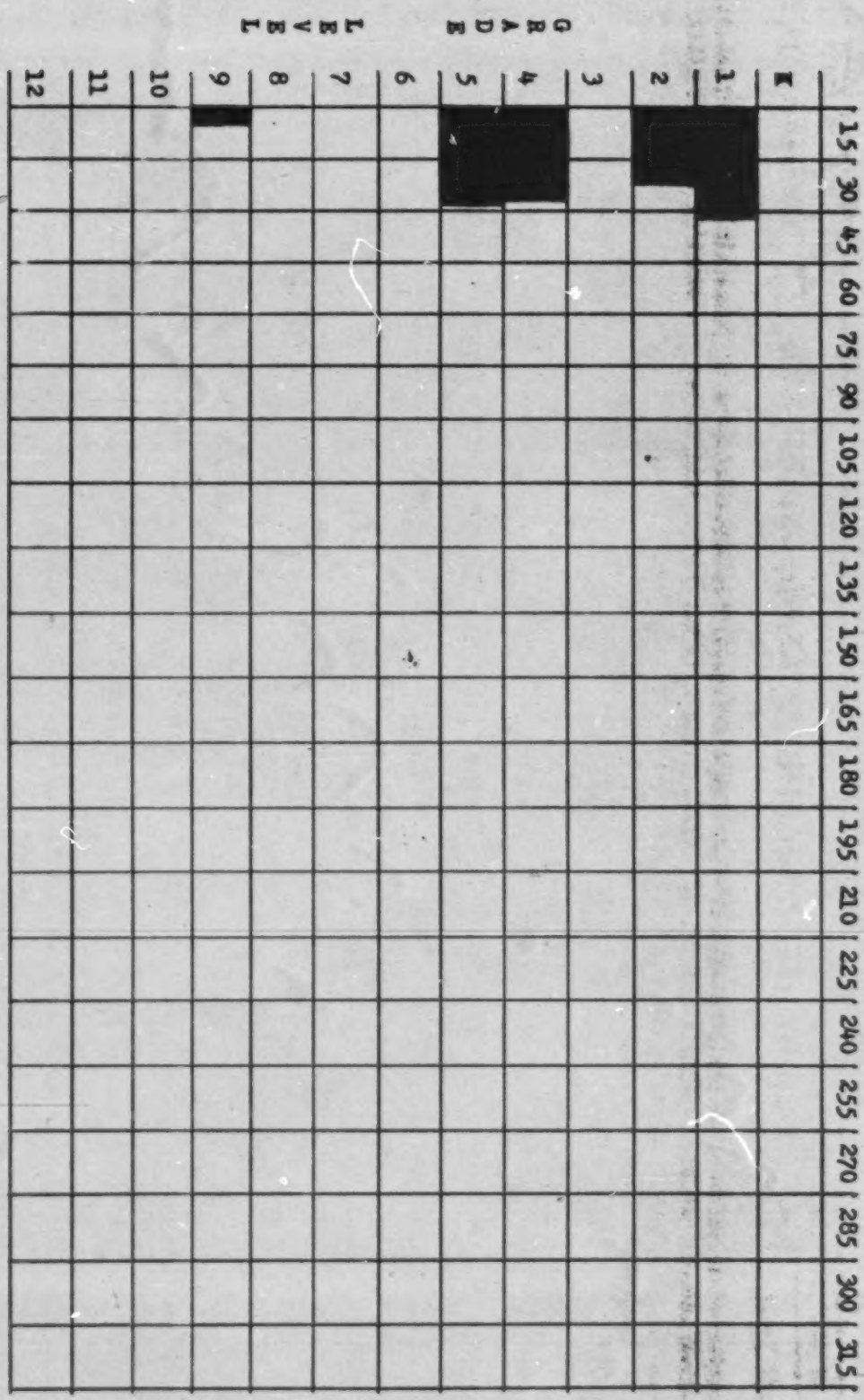
HEALTH CLUSTER

FIELD TRIPS 1973 - 1974



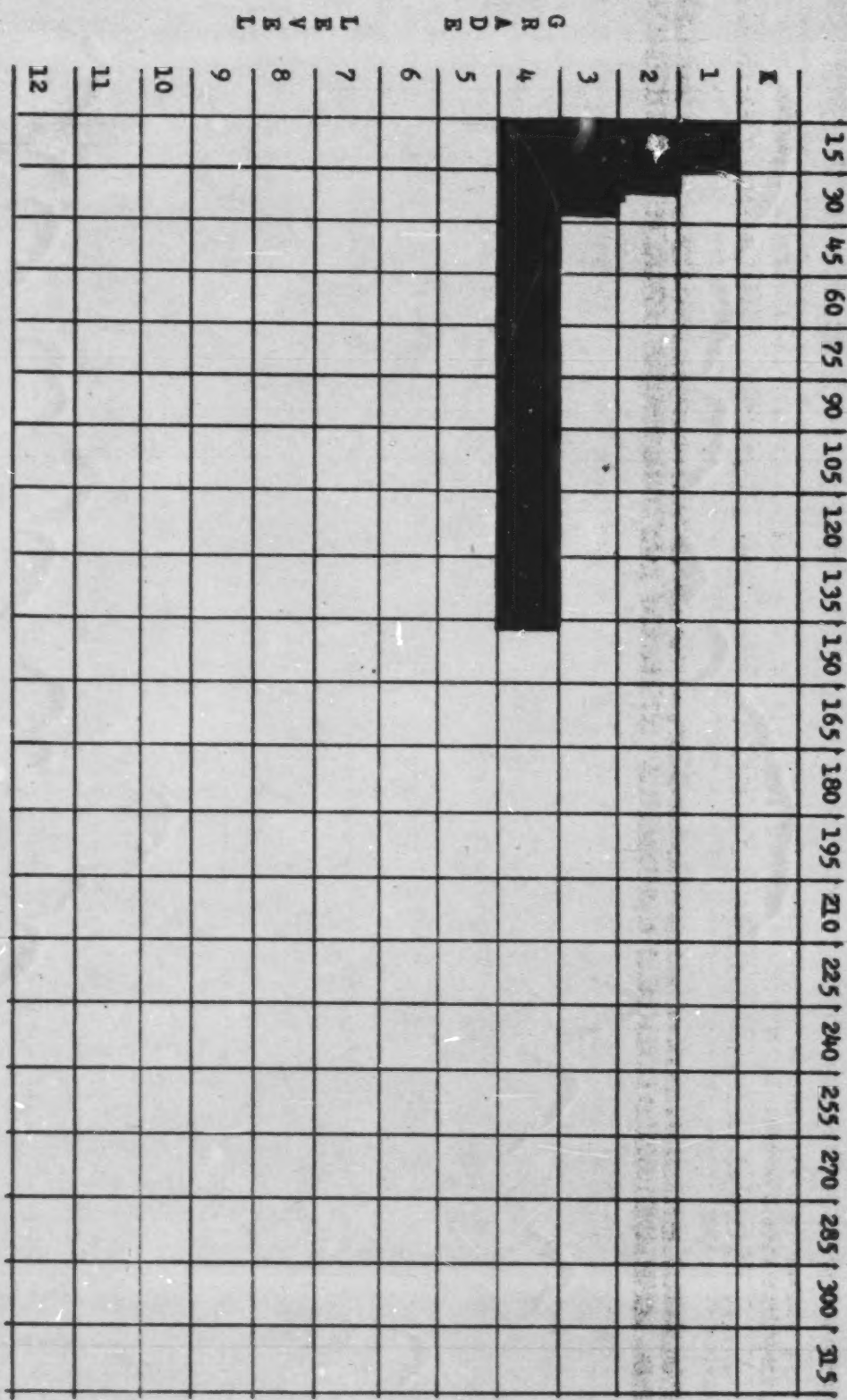
HOSPITALITY AND RECREATION CLUSTER

FIELD TRIPS 1973 - 1974



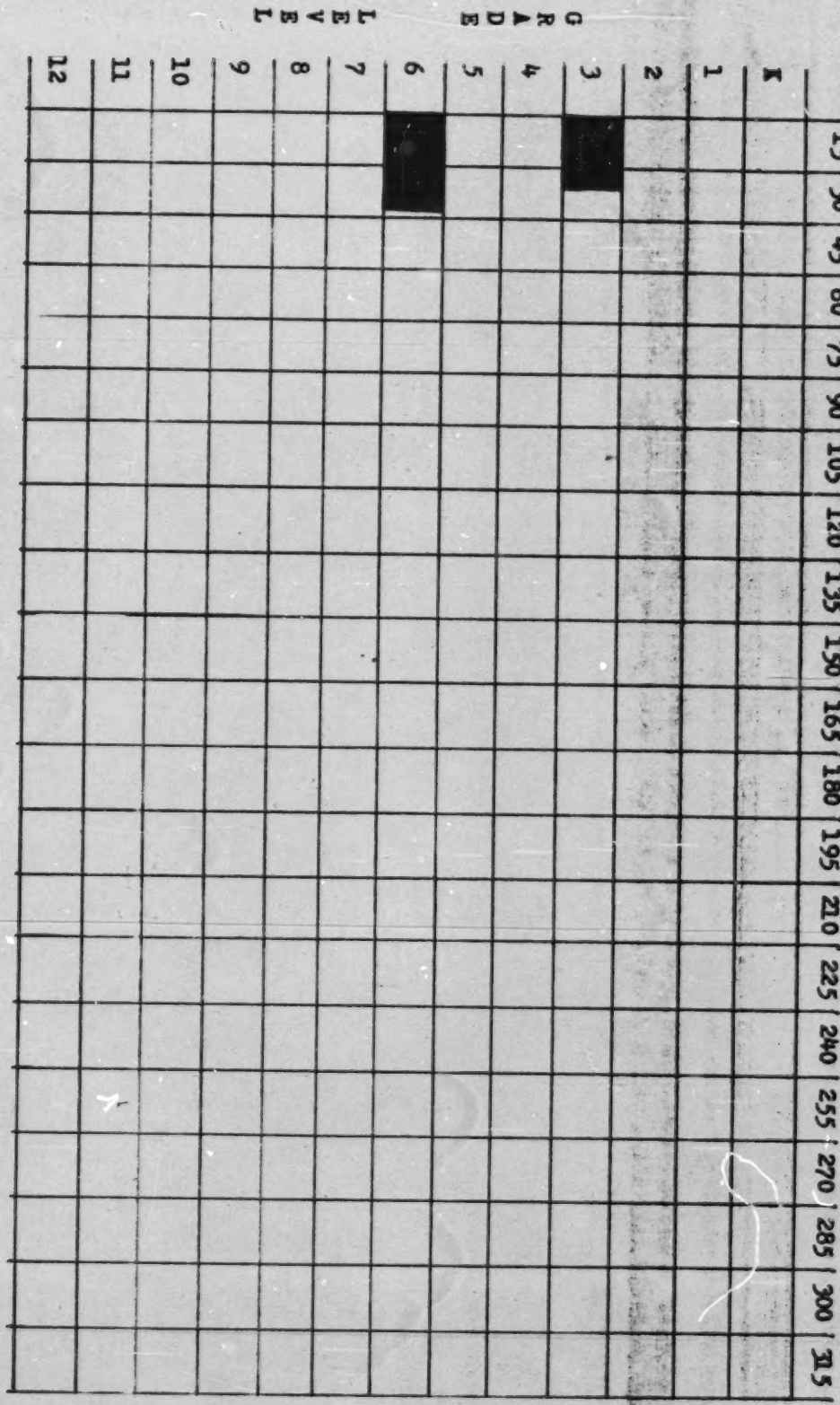
MANUFACTURING CLUSTER

FIELD TRIPS 1973 - 1974



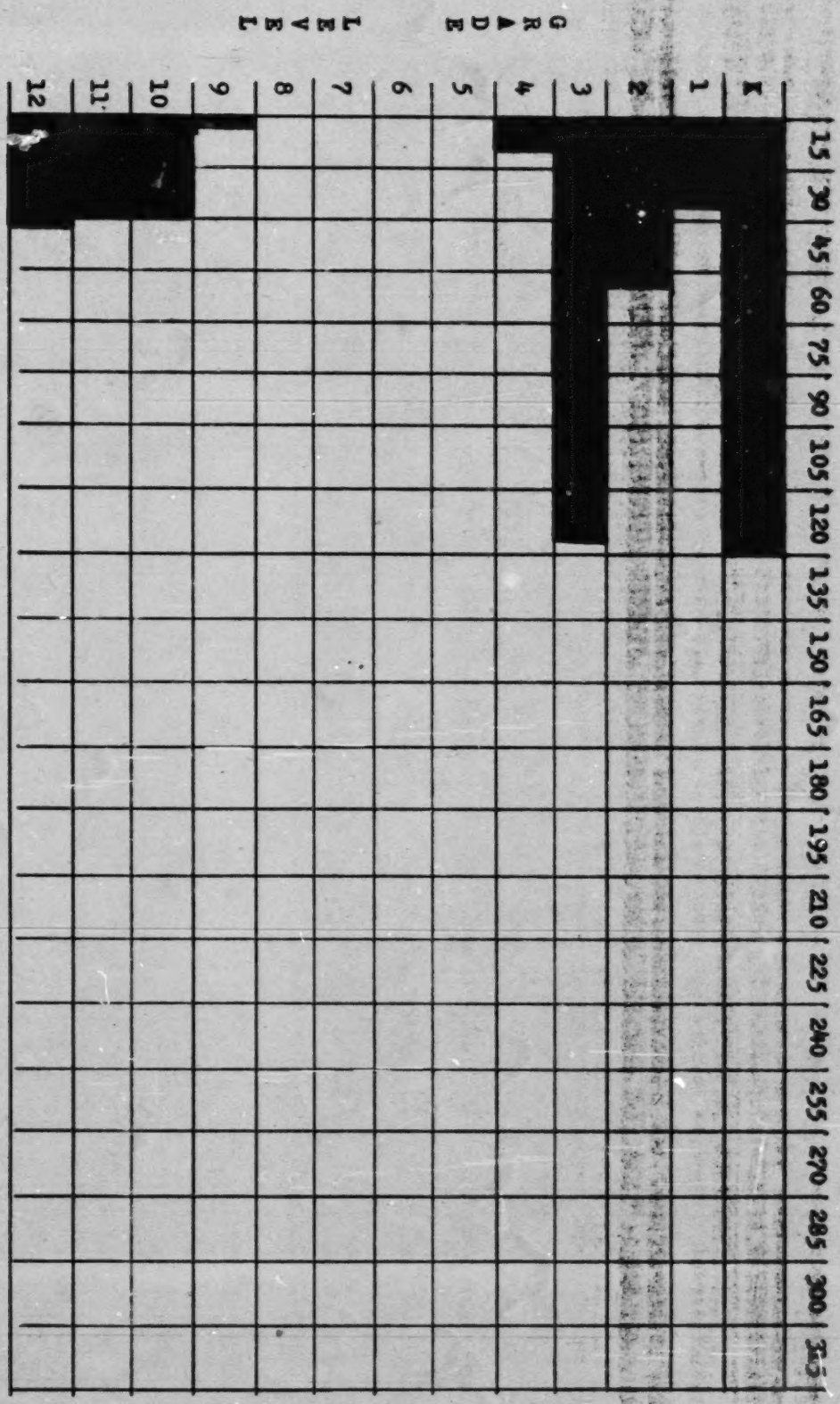
MARINE SCIENCE CLUSTER

FIELD TRIPS 1973 - 1974



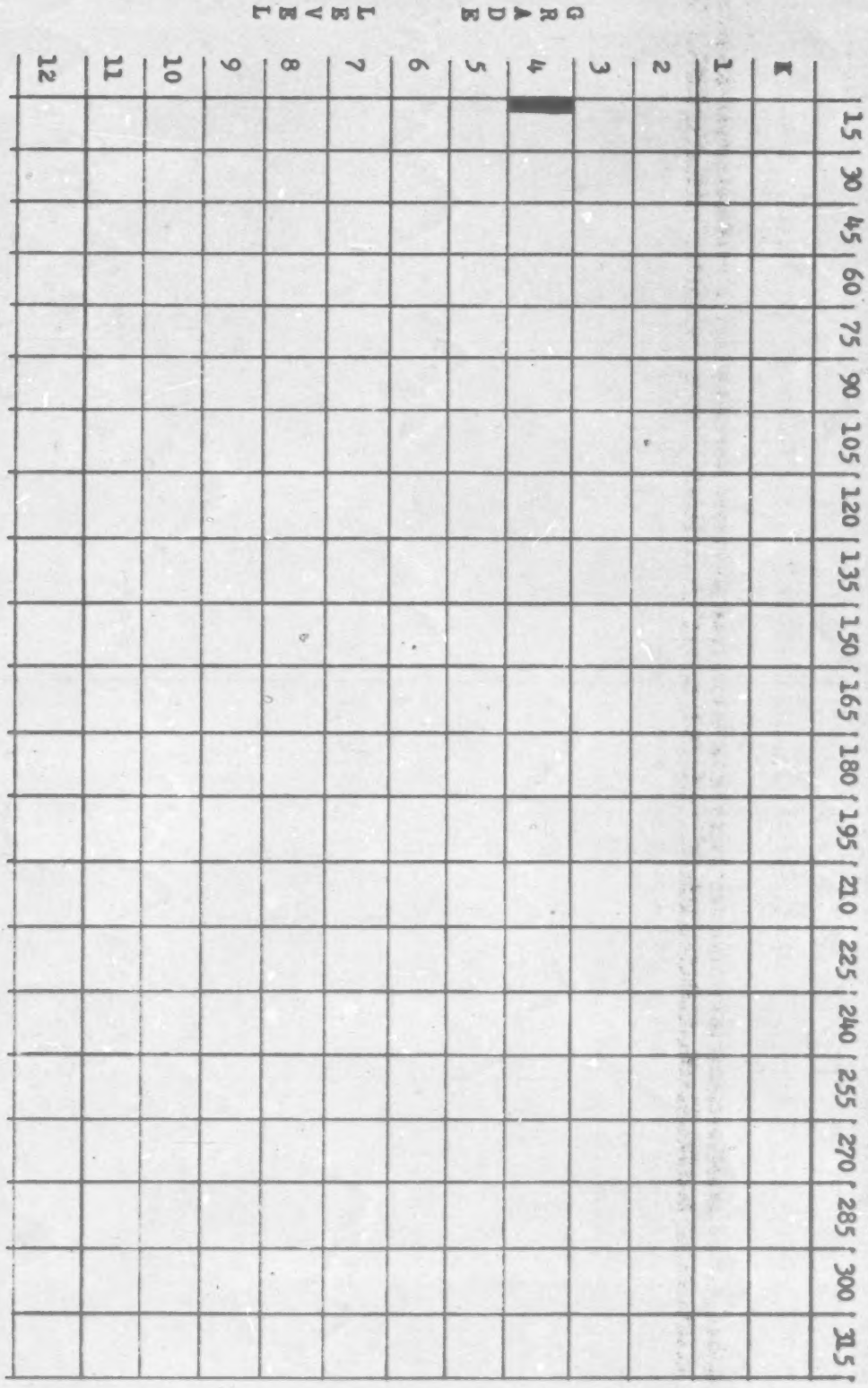
MARKETING AND DISTRIBUTION CLUSTER

FIELD TRIPS 1973 - 1974



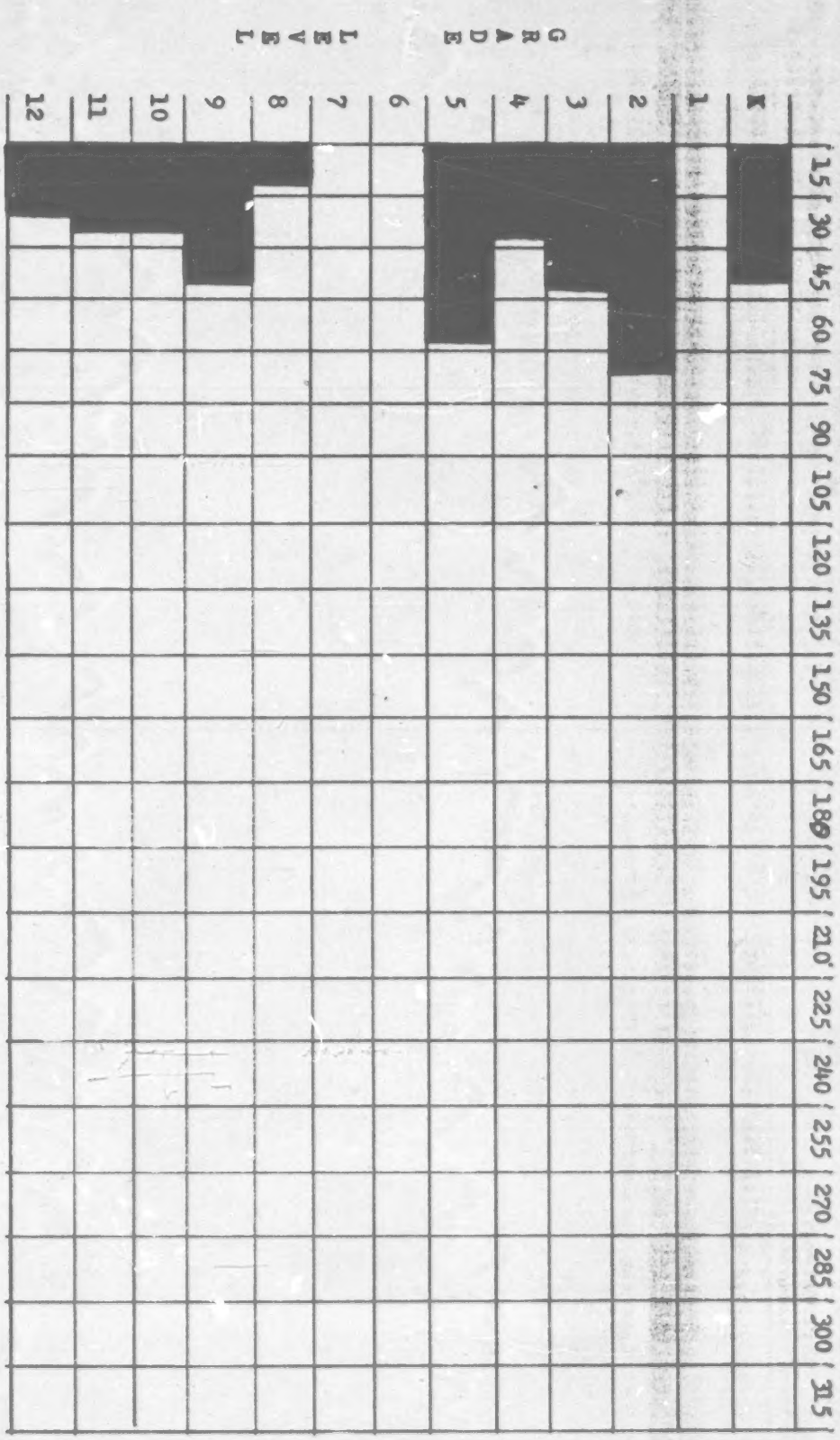
PERSONAL SERVICES CLUSTER

FIELD TRIPS 1973 - 1974



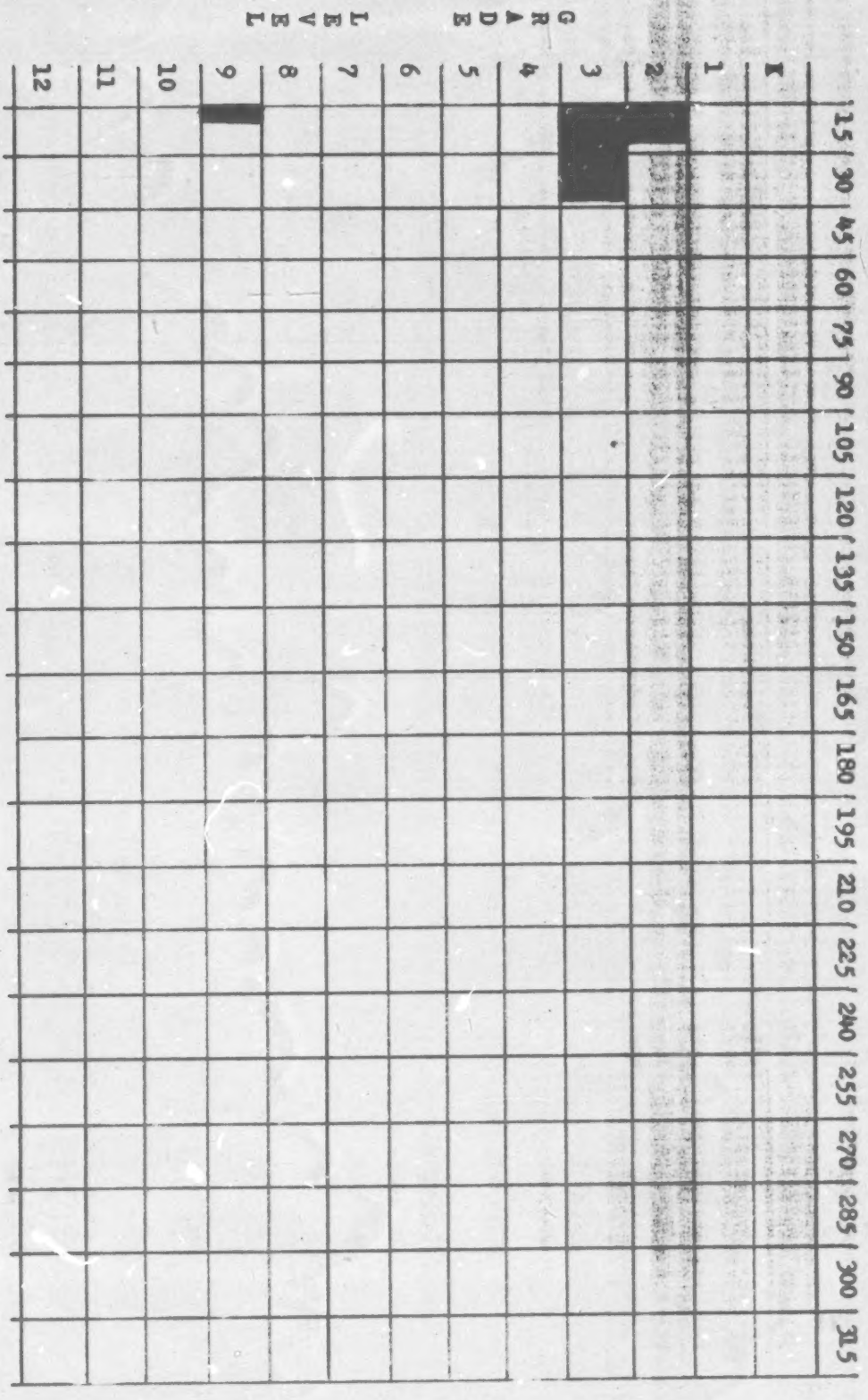
PUBLIC SERVICES CLUSTER

FIELD TRIPS 1973 - 1974



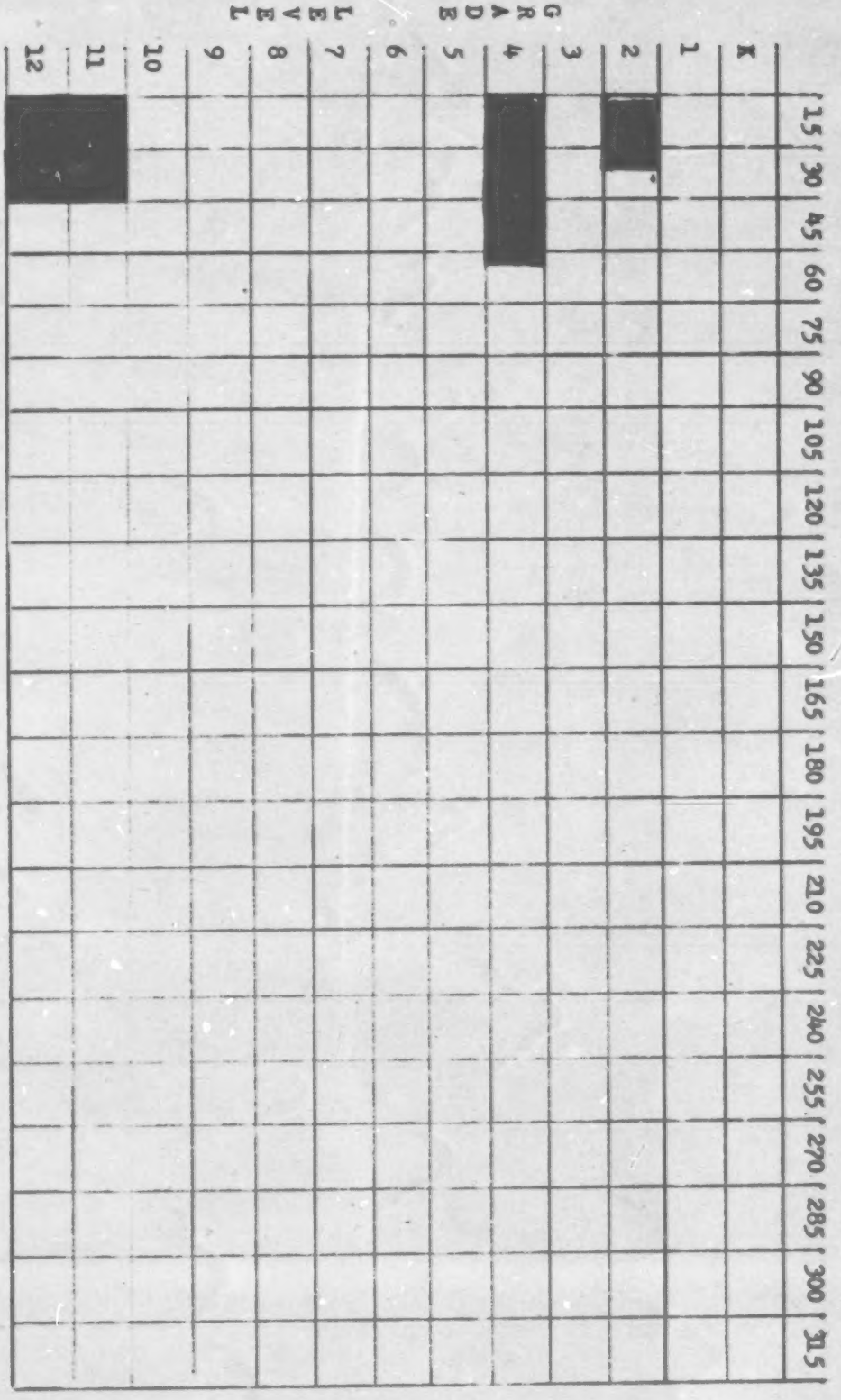
TRANSPORTATION CLUSTER

FIELD TRIPS 1973 - 1974



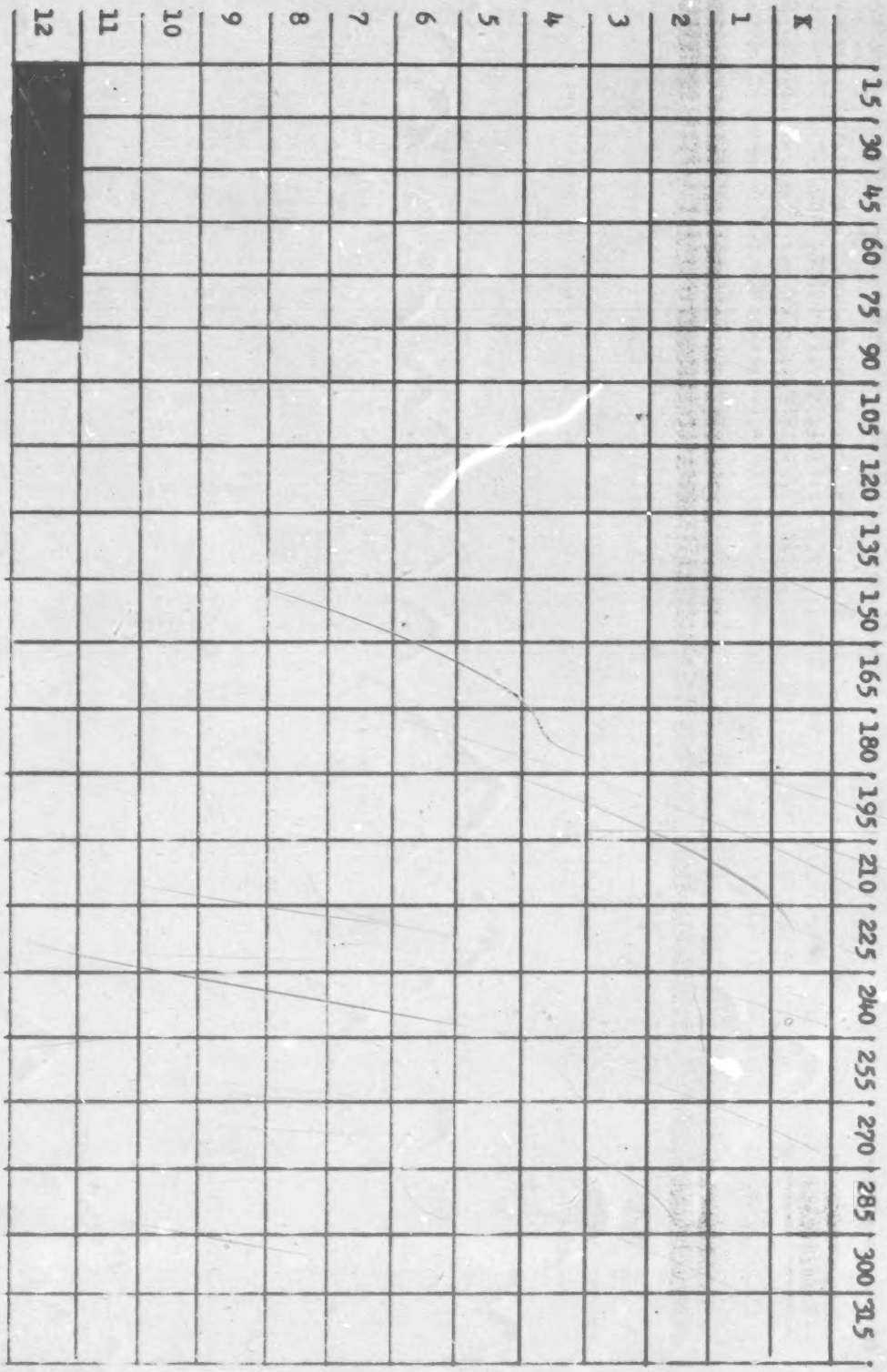
AGRIBUSINESS AND NATURAL RESOURCES CLUSTER

RESOURCE PERSONS 1973 - 1974



BUSINESS AND OFFICE CLUSTER

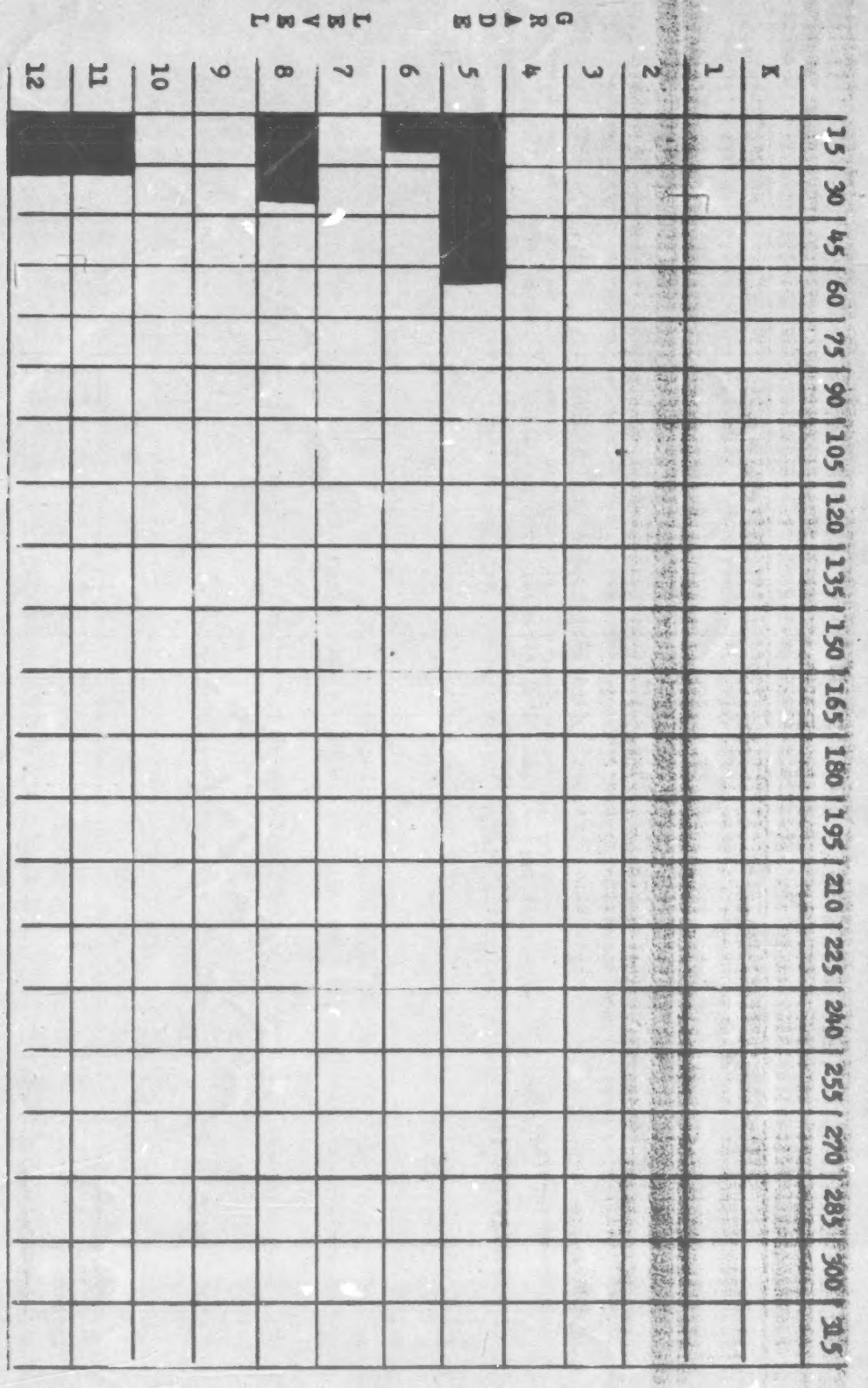
RESOURCE PERSONS 1973 - 1974



COMMUNICATIONS CLUSTER

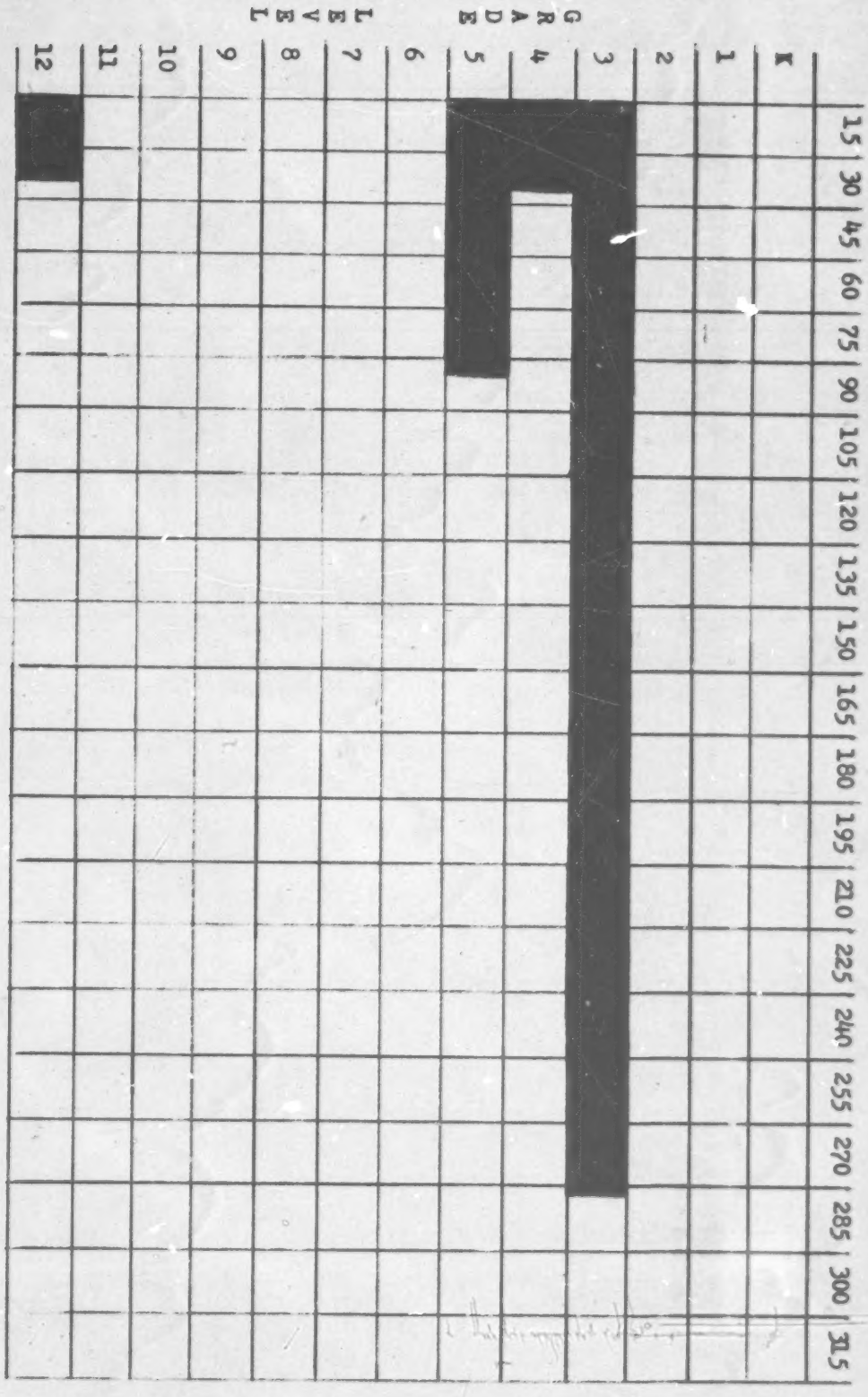
68.

RESOURCE PERSONS 1973 - 1974



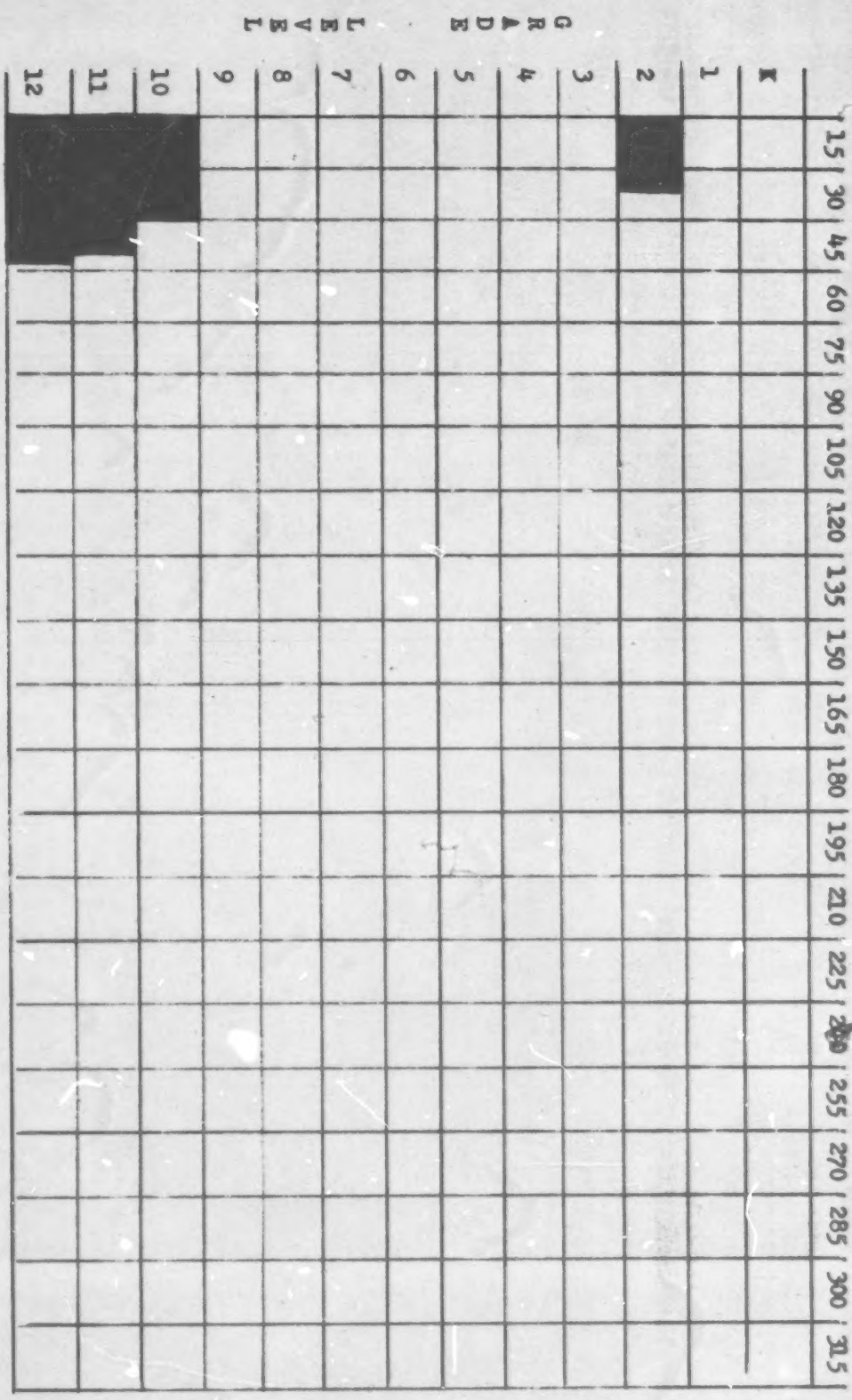
CONSTRUCTION CLUSTER

RESOURCE PERSONS 1973 - 1974



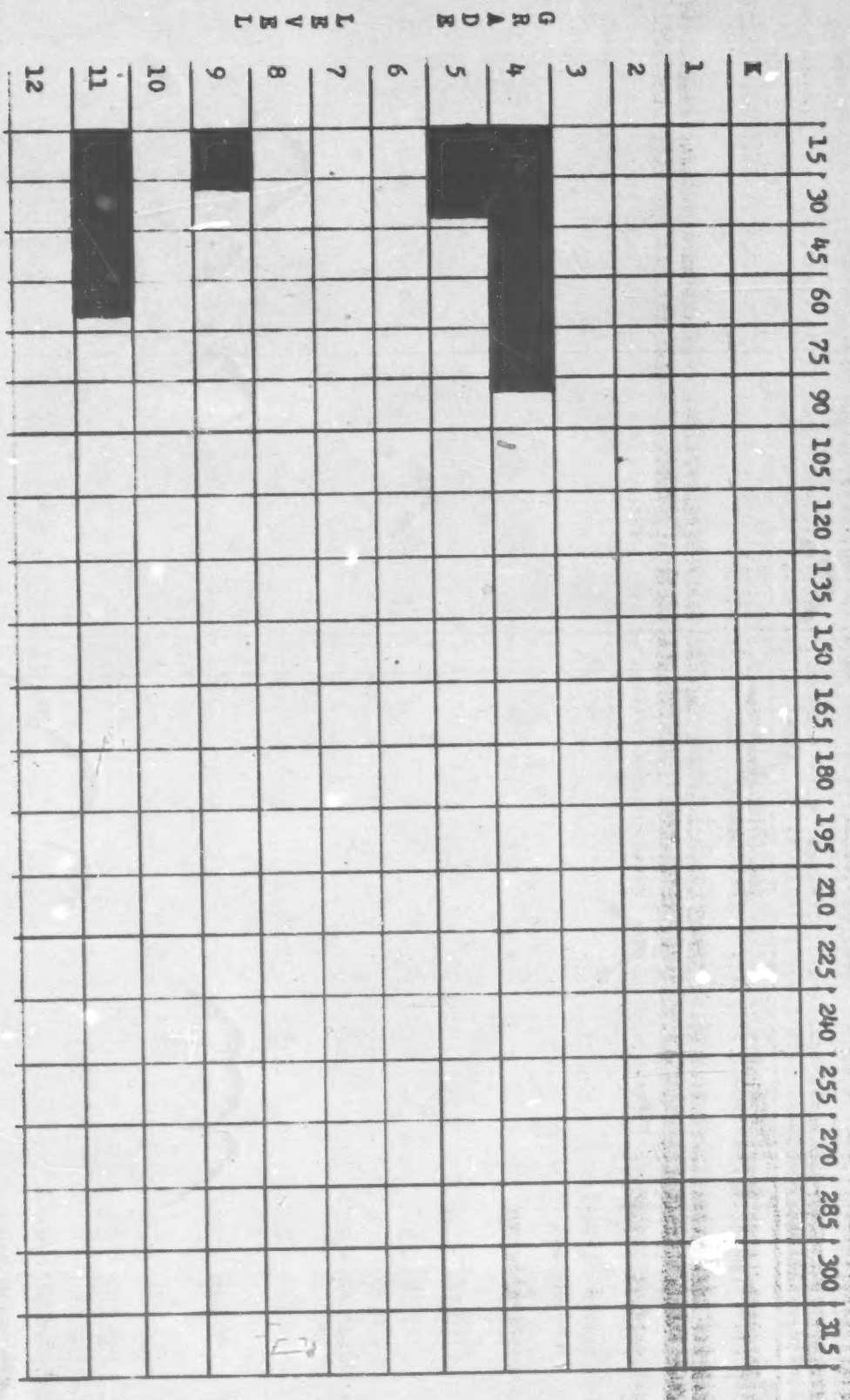
CONSUMER, HOMEMAKING AND RELATED CLUSTER

RESOURCE PERSONS 1973 - 1974



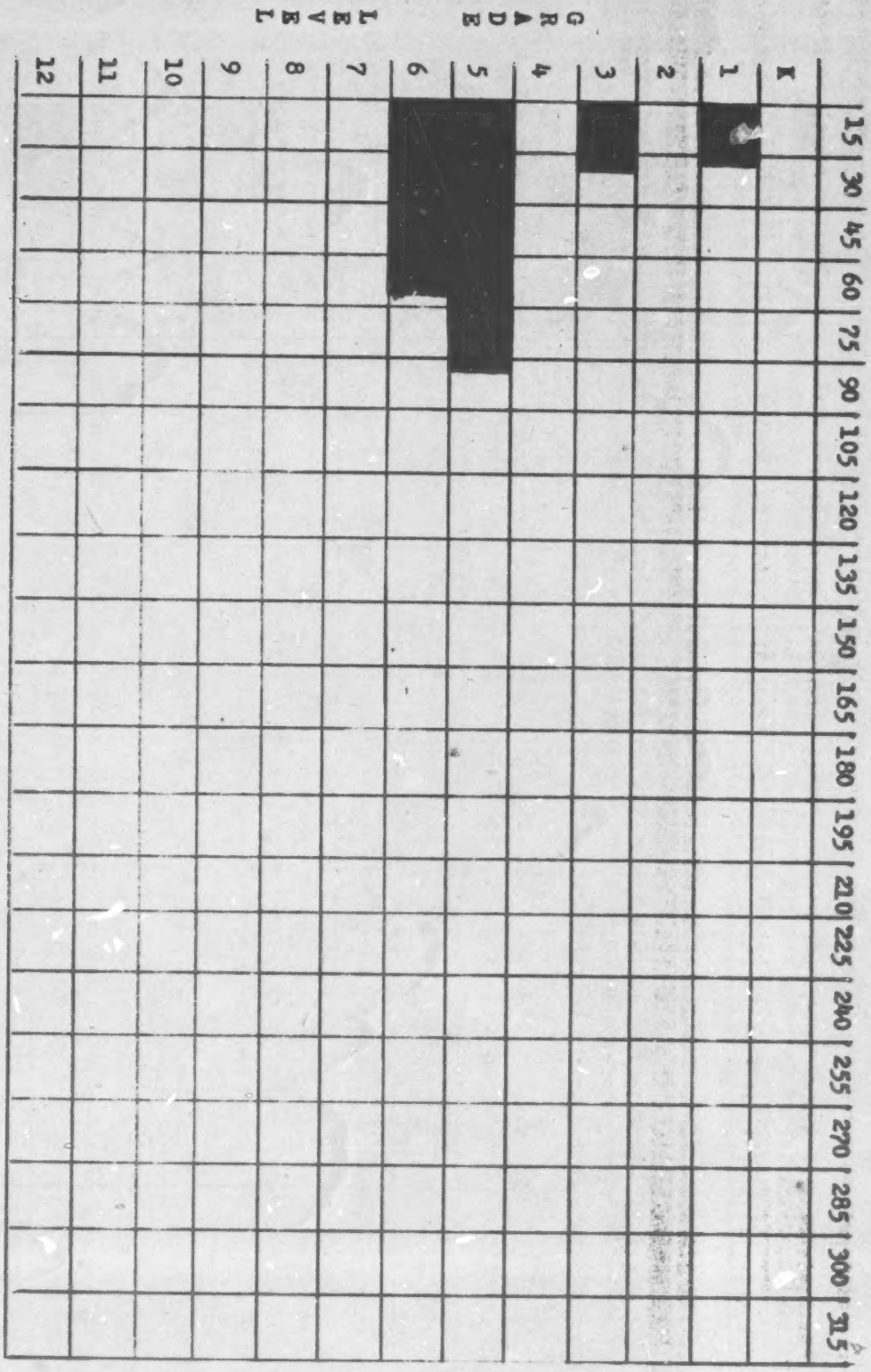
ENVIRONMENTAL CLUSTER

RESOURCE PERSONS 1973 - 1974



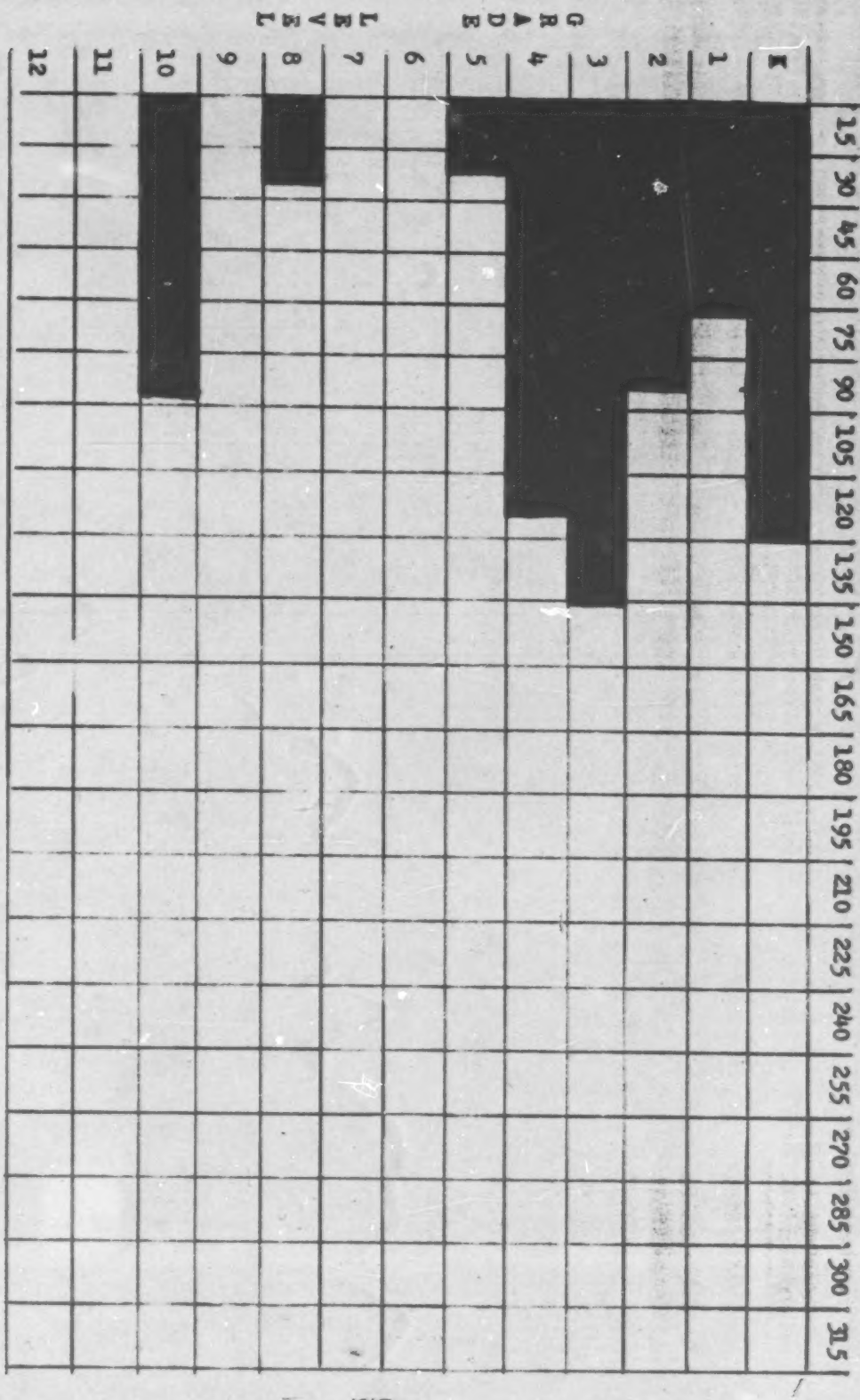
FINE ARTS AND HUMANITIES CLUSTER

RESOURCE PERSONS 1973 - 1974



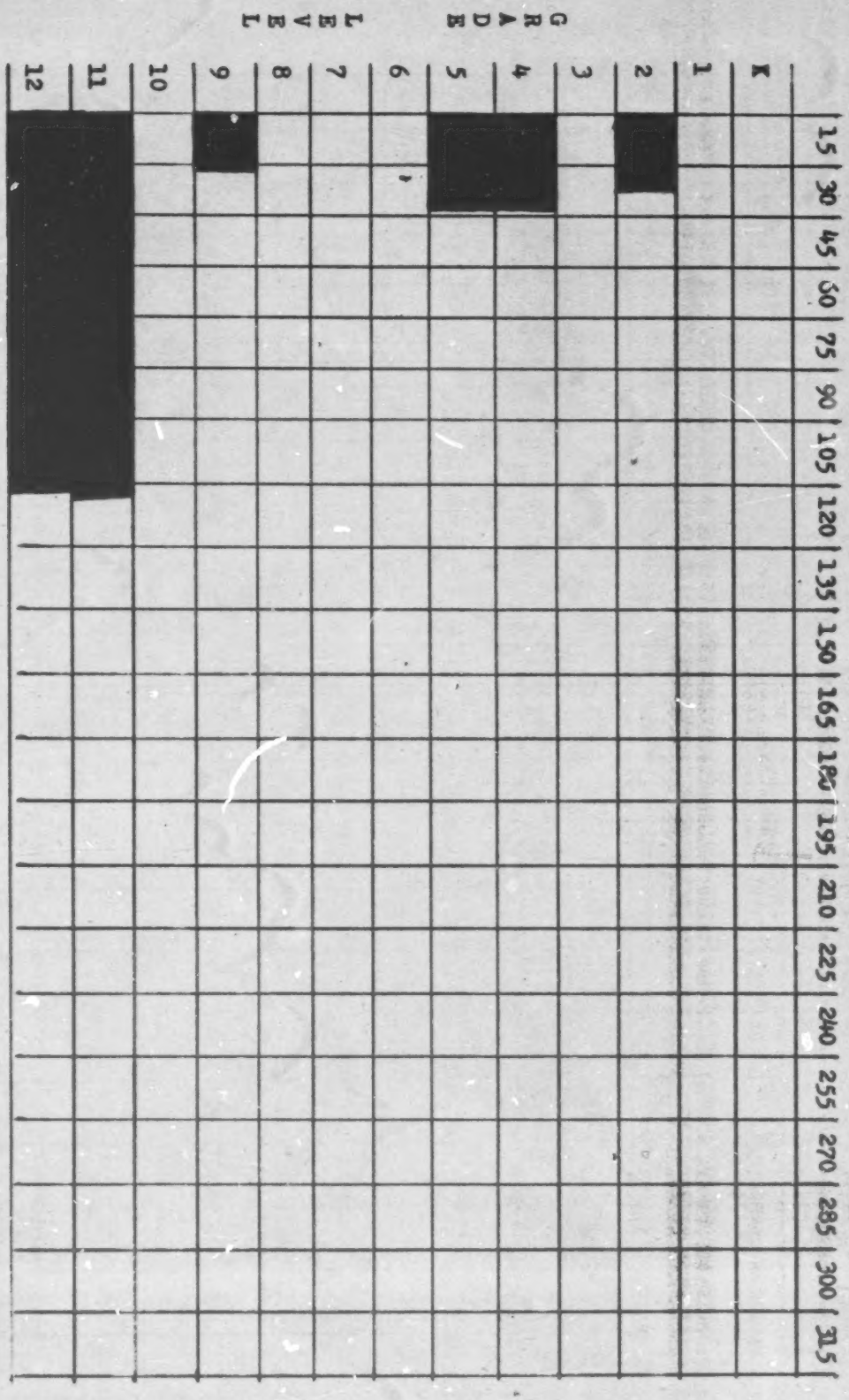
HEALTH CLUSTER

RESOURCE PERSONS 1973 - 1974



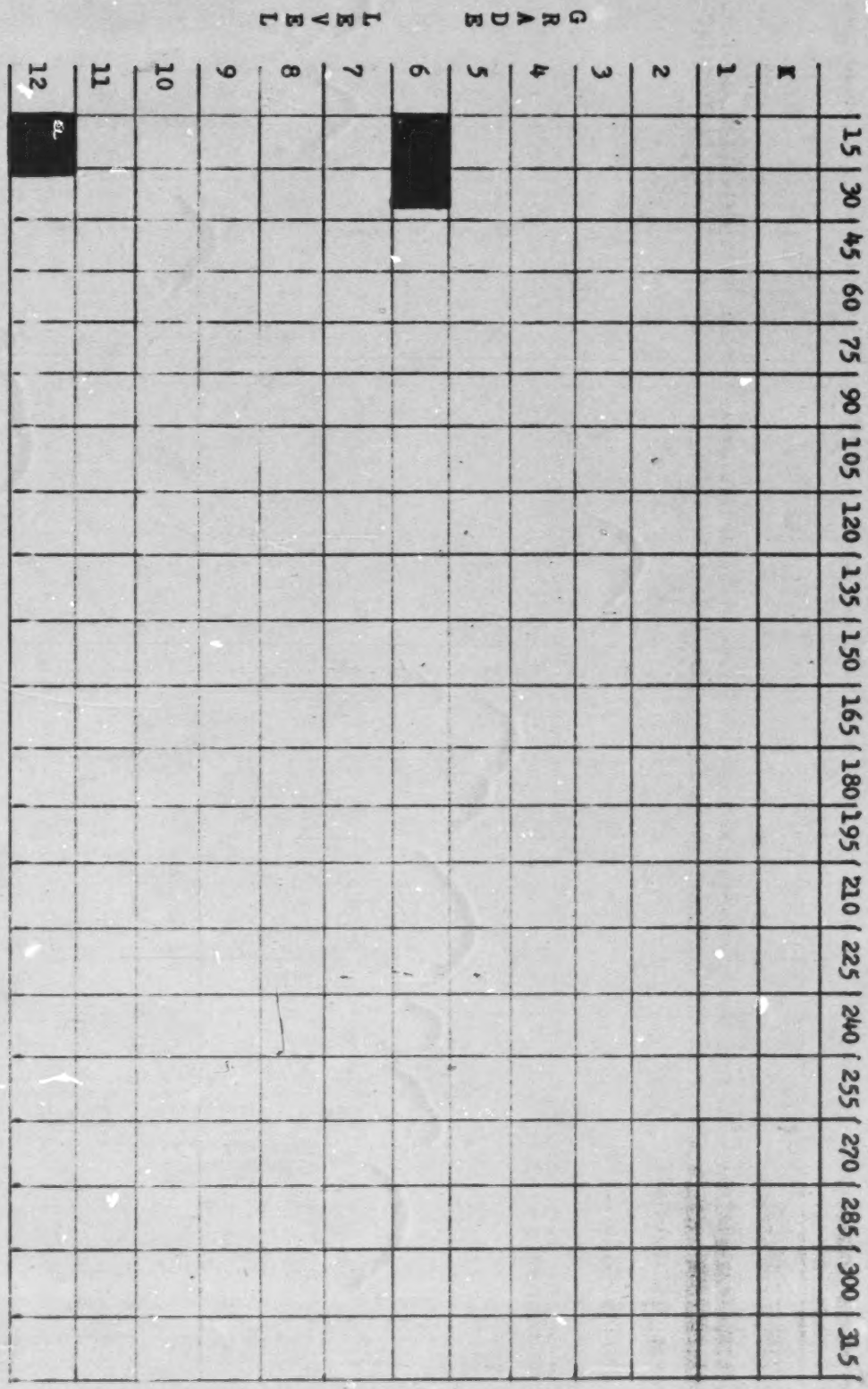
HOSPITALITY AND RECREATION CLUSTER

RESOURCE PERSONS 1973 - 1974



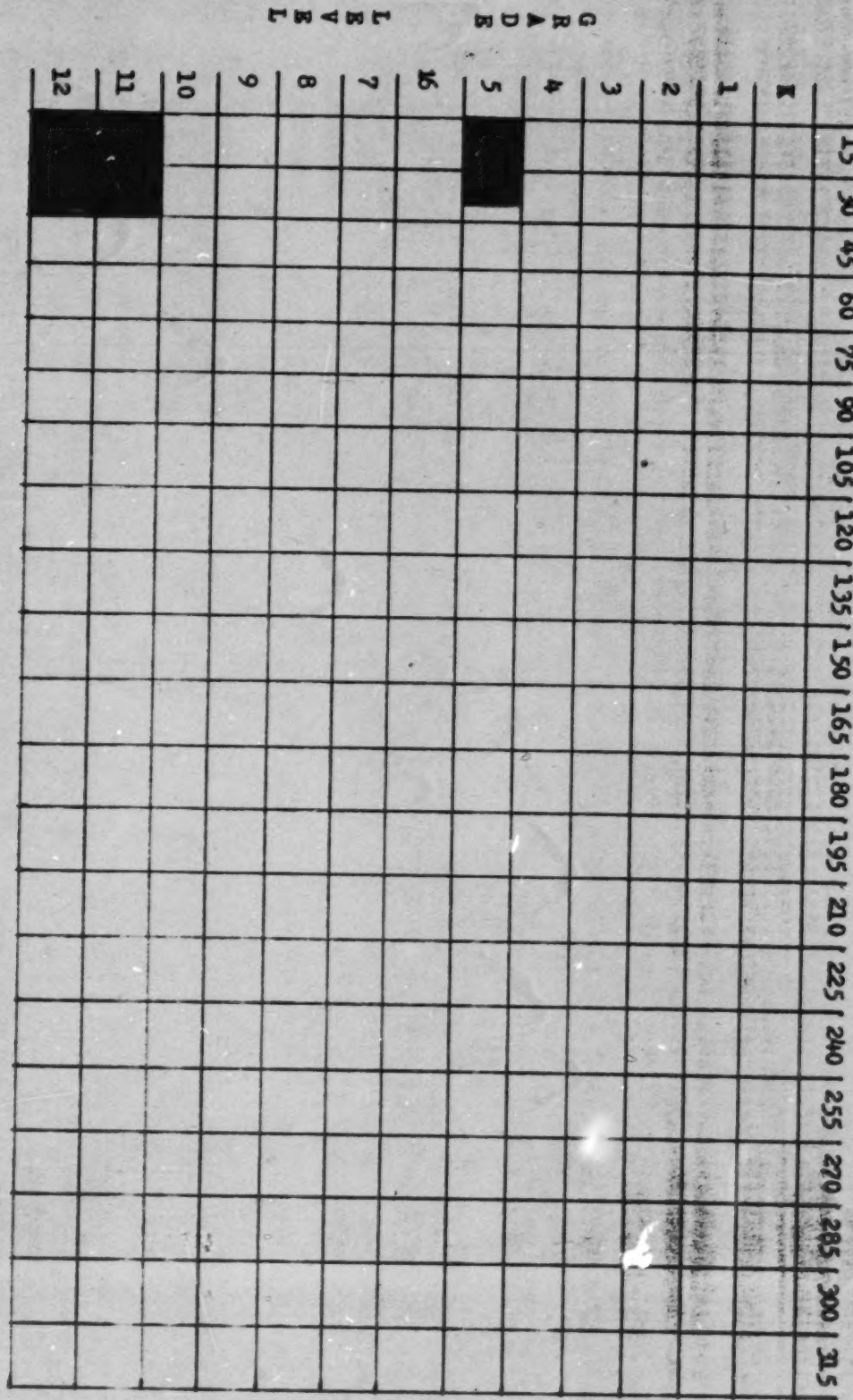
MARINE SCIENCE CLUSTER

RESOURCE PERSONS 1973 - 1974



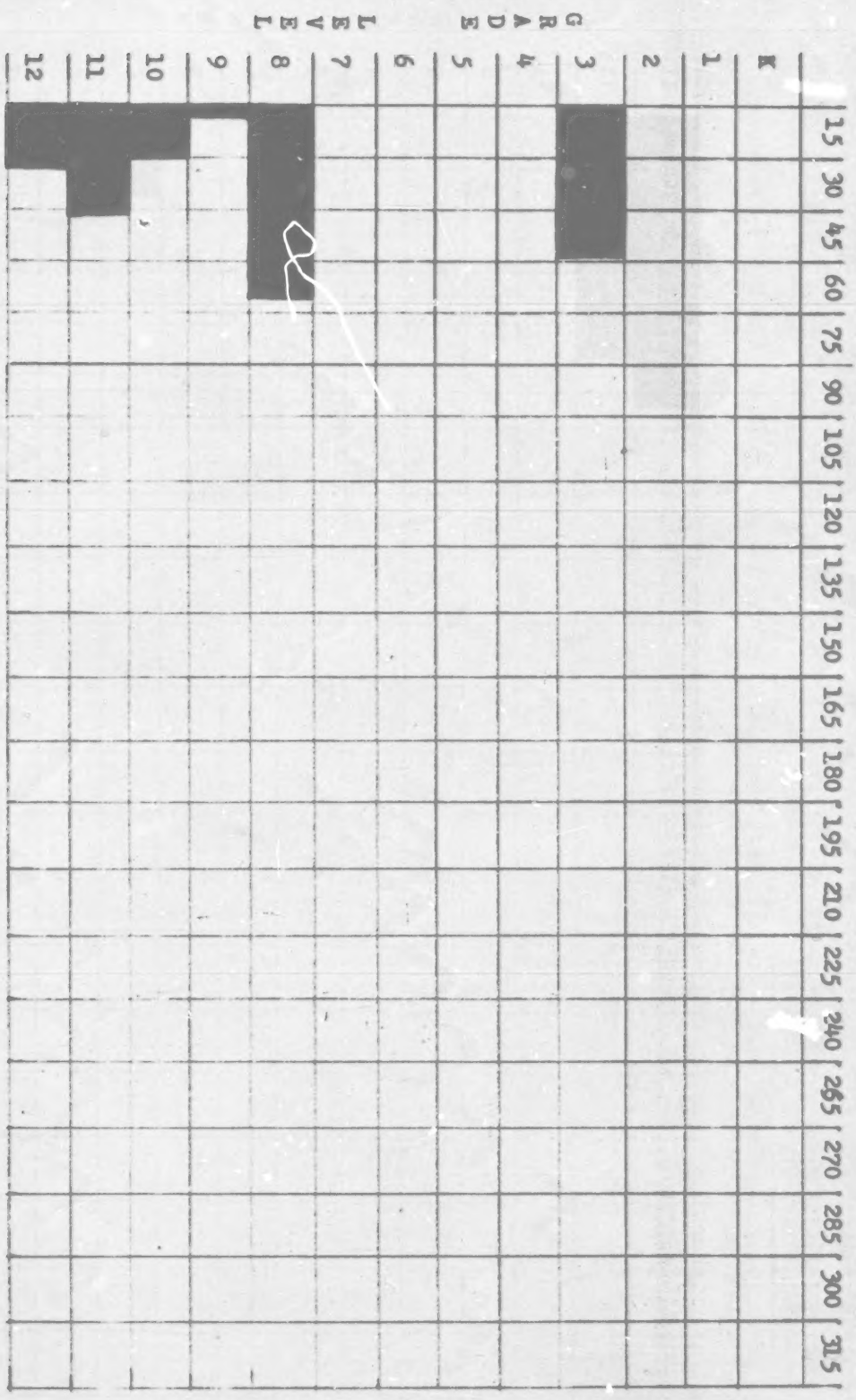
MANUFACTURING CLUSTER

RESOURCE PERSONS 1973 - 1974



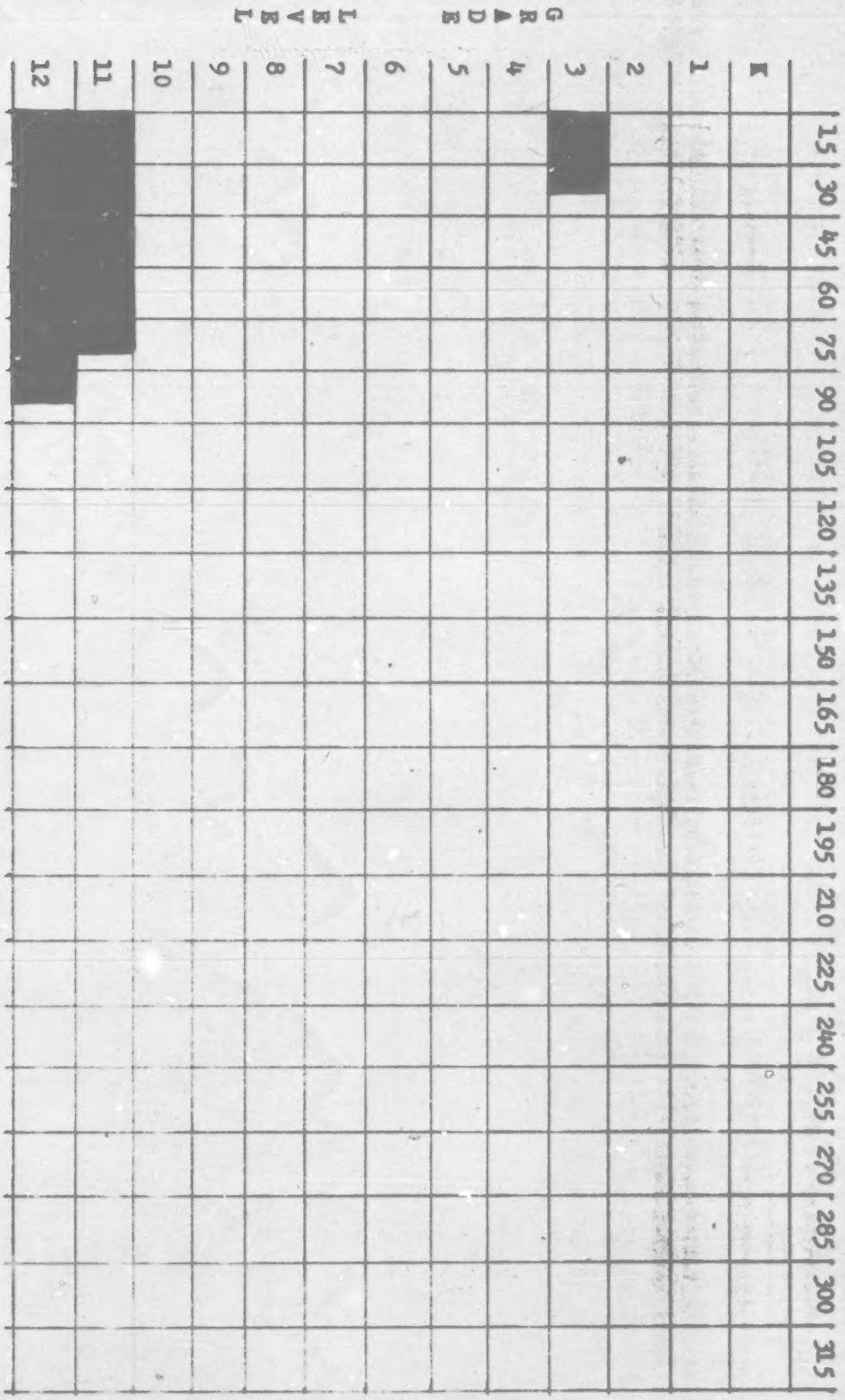
MARKETING AND DISTRIBUTION CLUSTER

RESOURCE PERSONS 1973 - 1974



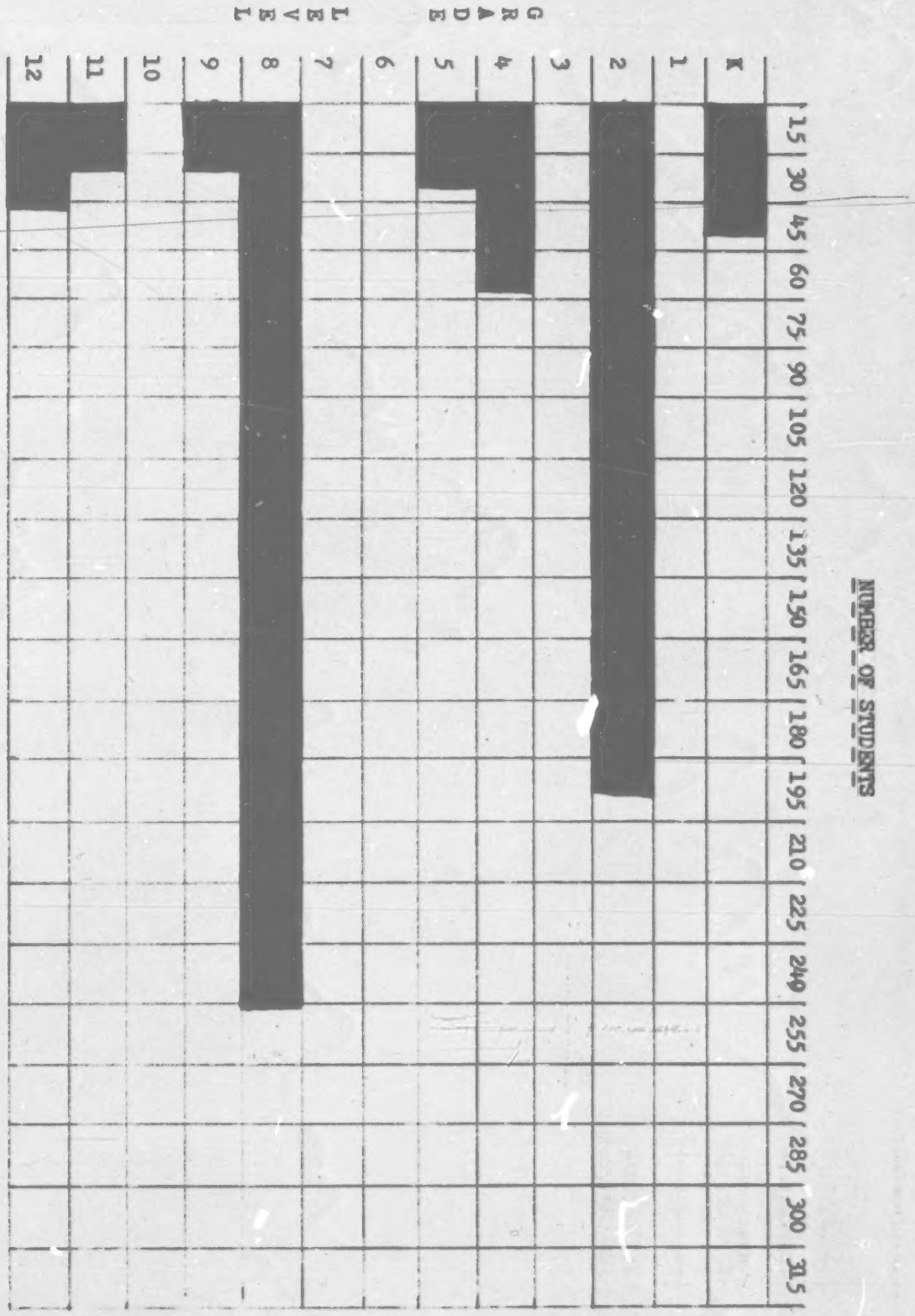
PERSONAL SERVICES CLUSTER

RESOURCE PERSONS 1973 - 1974



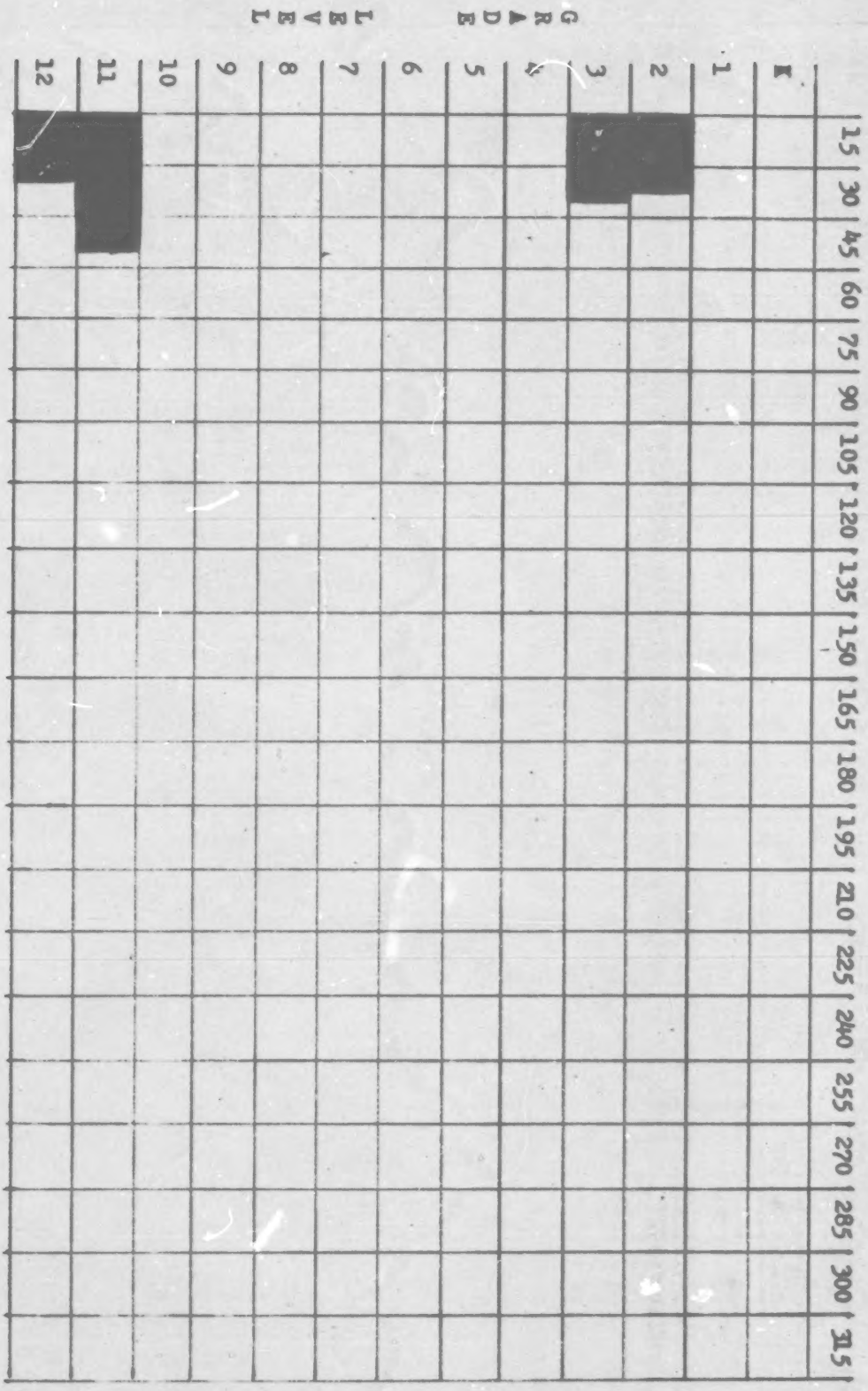
PUBLIC SERVICES CLUSTER

RESOURCE PERSONS 1973 - 1974



TRANSPORTATION CLUSTER

RESOURCE PERSONS 1973 - 1974



Component I The Elementary School

(Submitted by -
Carol McLaughlin and
Herman Carlstrom)

The direction taken at the elementary level for this year's project was based in part on the results of student evaluation at the termination of the 1972 - '73 career education project.

In all 633 student evaluation forms were returned with the following results:

TABLE 2

Student Evaluation

Item	Percentage Yes	Percentage No
1. Did you learn about any jobs this year?	96%	4%
2. Do you think you know what it would be like to work at these jobs?	78%	22%
3. Is what you learn in school important to people who work?	89%	11%
4. Did you get a chance to see people at work?	88%	12%
5. Did people visit your class to tell you about their jobs or to help with a project?	89%	11%
6. Did you do things with your hands other than just writing?	93%	7%
7. Did you learn about some jobs you might like to do?	80%	20%
8. What did you do this year that you liked the most?		

A. Field Trips	43%
B. Hands on Activities	17%
C. Role-Playing	09%
D. Academic Aspects	09%

E. No Response	05%
F. Art Activities	04%
G. Career Education Unit	04%
H. Other	3.5%
I. Resource People	2.5%
J. Slides or Film-Strips	01%
K. Everything (Career Education)	01%
L. Occupations	0.5%
M. Sports	0.5%

Working from the areas of student interest the program during 1973, '74 continued to stress field trips, hands on activities and role playing. These activities continued their popularity during this project year.

Due to the nature of the elementary program, it was found that it was nearly impossible to report on each objective separately and retain the continuity of ideas necessary to understand the development of the project at this level. Therefore, there is a departure from the format used in the other sections with a different breakdown for the purpose of reporting. Each area refers to the project objectives covered.

The objectives for the elementary component were:

1. To familiarize the student with his world and the immediate environment.
2. To introduce children to the world of work through multi-media presentations.
3. To formulate models for preparing and disseminating occupational information.
4. To develop with teachers a career development model relating age, vocational development stages, and vocational development tasks in a definitive way.
5. To expose children to as many occupations as possible as well as

to the decision-making process through the use of simulation games, slides, role models, taxes and other materials.

6. To implement career development activities grades K through 6.
7. To develop sequential career development activities in grades K through 6 based on an experimental career education activity developed by the teacher and career development staff.
8. To establish an elementary guidance program to provide planned vocational - occupational experiences.

Field Trips (objectives #1, #5, #6, #7):

Within this two year period, it has been found that mini trips have an advantage over larger groups for many reasons: They are more easily arranged because a bus is not required, industries are more receptive to small groups, effective supervision with a group of three or four offers the children valuable experiences, children have opportunities to share and relate their "personal" experiences upon returning to their classrooms. It was found that the existing career education staff was not always able to provide the necessary transportation required for these trips. In the spring, with the approval of the Superintendent of Schools, volunteer members of the American Association of University Women assisted in providing transportation for the students. This plan appeared to work quite satisfactory.

On the larger field trips, the teachers have changed the emphasis from looking at just the process to looking at the workers and what is entailed in the various jobs.

One problem that still needs resolution is the sequential scheduling of trips by grade levels. There still exists the situation where pupils go on similar field trips in Kindgergarten or first grade or the third and fourth grades, for example. Perhaps this can best be resolved by the administration and teachers getting together and drawing up guidelines.

This duplication of site visitation is not a problem with mini-trips because the children can look at different aspects of the occupations on each successive visit.

The Yellow Pages of Learning Resources was found to be very useful in preparing students for mini-trips. This little book provides the child with some background on the place or occupation and gives ideas on the type of questions that will provide maximum information from each trip.

Hands on Activities: (Objectives #1, #2, #5, #6)

Hands on activities were popular with the elementary level students last year. Based on the great demand for tools, the project purchased four large (156 piece) Stanley Tool Kits with portable rack holders.

The importance of this type of activity in the classroom is perhaps best summed up by quoting from Weseley Perusek, Research Associate for the New Jersey "Technology For Children" program. He states:

> As children use their tools in work that is important to them, they recognize the value of tools. As they extend their range of knowledge of material properties, they will be better prepared to solve problems requiring tool and material knowledge. They will be engaged directly in technology through the tools, materials, problem solving, thinking, planning and work that compose and extend it.

Students from kindergarten through grade six enjoyed a variety of building activities. Projects included building canoe tie racks, candle holders, bird houses, incubators, note holders, checker boards, multiplication bingo cards, cube stools for the reading table and doll houses.

In the Cushing School, one male teacher worked the use of tools into a forestry and wood products unit. Following this unit, he made the work-shop station area available to groups from other fourth grades and special education to use during free activity periods. An outgrowth of this was the start of different craft projects in other rooms to offer more variety

in student activity and art periods.

Media (Objectives #1, #2, #5:

At the completion of our first year in career education, the third party evaluators pointed out a weak area - the use of multi-media presentations. The staff felt that many of the commercial programmed materials would not meet local needs. The staff members, therefore, encouraged the use of media at the local level to promote career education in the elementary schools. Types of media used this year included video-taping, still and motion picture photography, audio (tape-recording), and the use of posters.

Video and television (objectives #1, #2, #5)

This year two complete videocorder systems were added to the porta-pack system that had proved extremely valuable during the first year of the project. The use of this equipment has offered to many students a variety of experiences.

Classroom production work seemed to be one obvious way to utilize this equipment. Two rooms, a fifth grade and a sixth grade, at the Wilton Academy completed full video productions.

The multiple activities encountered in these units consisted of: deciding on a theme for the presentation, writing or adapting a script, producing the show, constructing the props, practicing before the camera, researching for authenticity of script, the final filming, and then going through the anticipation as the critics (parents and other students) viewed their efforts. Not only did pupils learn about film production and the related occupations, they got the feeling and understanding of close cooperative work. We used various books from the photo and media library collection. One book in particular, Film-making for Children, by Arden Rynew proved most helpful. This has beer used as a basic guide for all production work in grades four through six.

Some classrooms designed career education projects that culminated with a video recording of their activities such as a play or important highlight of their unit.

Several of the more important field trips or mini-excursions were filmed so that a larger pupil audience could view them. Some of the local industries were filmed by the resource specialist to provide a good substitute for actual site - visitations by students.

The videocorder system tied in very well with the self-awareness segment of career education.

Because Maine was included in the consortium involved in the production of the Inside/Out television series dealing with the feelings and emotions of children, and because one of the co-directors was a member of the state leadership training program for Inside/Out, the programs were recorded and all third, fourth, and fifth grade classes wishing to do so were able to make use of this series.

The Inside/Out series has been a major instrument for introducing the affective domain to the classroom. It's direct implications to the career education philosophy as interpreted by the district has been most successful.

Technology-Media: Cameras and Tape Recorders

This year children were encouraged to use the Instamatic X-15 camera more freely. Students in grades 2 - 6 have used the cameras, coupled with tape recorders on many of their career education projects.

One second grade surveyed business men and public servants in the greater Wilton area by taking color slides, still pictures and taping the interviews.

In Farmington one third grade teacher had the members of her class interview one of their parents about their work. Children took home a tape recorder and camera to assist them in their interviews. After the

films were developed, the photo, in addition to their "write-up", was pasted on poster paper and laminated. The children shared their interviews with the other third grades. Another third grade in Wilton produced and did the photography work for a filmstrip on "spiders" for use in their science class.

At the Cushing School and Wilton Academy, pupils in a fourth grade and a sixth grade have participated in the total photographic process - from taking the picture, developing the film and then making prints or enlargements.

Mr. Lockwood's Language Arts class also wrote and produced a Super 8 movie production of an original script.

Just about every class has benefitted from the use of the small hand held camera. Most career education field trips or projects have used this medium to record some aspect of their activity in order to share their experience with others.

Radio

Not to be outdone by their older brothers and sisters at Mt. Blue High School, who got into the radio medium last year, elementary students also explored this activity. Several groups from various grade levels have made field trips to radio station WKTJ this year.

Two classes at the Cushing School in Wilton joined together to produce a half-hour program for radio. Mrs. Dawson's fourth graders joined Mr. Backus's fifth grade on this Advertising and Communications project. One of the radio announcers from the local radio station visited the class to answer questions about radio production. A small group visited the radio station. A play was selected for production, rehearsals held, and than a final tape was made. The program was aired on station WKTJ in Farmington. The cost of this production was covered by selling commercials that the students solicitated and wrote.

Posters and Collages

The last sector of the media component was the making of posters or collages. Many of the posters were made by one of the coordinators to sell career development, guidance concepts or career education philosophy. Several classrooms joined in on this activity to express their own ideas on self-awareness or career development. This proved to be an excellent art activity and was effective in grades four through eight.

References For Working With Photography and Media

Our central elementary library was able to help in this area by purchasing new books recommended by the elementary career education staff. Some of these books were already on hand at the library.

So that these valuable sources of information are not lost in the general Bibliography section, they are listed here with comments on how they may be utilized.

"Teaching Film Animation to Children" by Yvonne Andersen. (Van Nostrand, 1970). All phases of camera work, synchronized sound, price guidelines and evaluation of cameras, projection and editing, film and tape recorders are listed. Directions are included for adapting single frame releases for animation work.

"Filming Works Like This", by Jeanne and Robert Bendick. (McGraw-Hill, 1970). Discusses each technique and process involved in making an amateur film production.

"The Camera", by Edward Dolan. ( ) ...this account of the growth of the camera from it's infancy to the sophisticated instruments of today is a chapter in man's struggle to master the unknown.

"Your Career in Film Making", by George N. Gordon (Messner, 1969). Leading figures in all phases of contemporary films were interviewed for a picture of the skills and talents in demand in this field. Included is a history of motion pictures and a description of how films are made.

"Making Pictures Move" by Harry Helfman. (Morrow, 1969(. For the young beginner, gives specific instructions for doing animation.

"Making Your Own Movies," by Harry Helfman. (Morrow, 1970) Gives hints on how to operate a simple inexpensive movie camera and goes on to describe basic techniques for shooting. Contains Original ideas for movie scripts.

"Photography Without a Camera," by Patra Holter. (Nostrand, Reinhold, 1972). Offers suggestions on making photograms and illustrates interesting photographic images produced without a camera.

"You and Your Camera", by Lou Jacobs, Jr. (Lothrop, Lee and Shepherd, 1971). Illustrated with prize winning pictures taken by young people, this handbook gives directions for selecting cameras and equipment, setting up a darkroom, and taking both still life photos and movies. It also discusses composition, lighting techniques, and picture ideas.

"Behind the Camera", by William Kuhns and Thomas F. Giardino. (Pflaun) Standard, 1973). The authors lead beginners over the technical hurdles of production, lighting, sound, editing, camera setup, lenses, preparing the script, cost and evaluation of systems.

"Young Filmmakers", by Rodger Larson with Ellen Meade (Dutton, 1969). The authors have translated into words the basic essentials of the filmmaking experience helping young filmmakers understand how to use the technical means at their command to realize expressive ends.

"Children as Filmmakers", by John Lidstone and Don McIntosh. (Van Nostrand Reinhold, 1970). Describes the equipment, skills, and techniques involved in a school film making program.

"Practical Guide to Classroom Media", by Dolores and David Linton. (Pflaum/ Standard 1971). After they've assisted the reader through the establishment of a media program, the authors move him along toward the goal of maximum utilization. In Part II, they leave not one nut, bolt or media type unturned in their exhaustive survey of media usage in the classroom.

"When Pictures Began to Move," by Frank Manchel. (Prentice-Hall, 1969). This short, easy to read history of the motion picture industry explains camers techniques and how they evolved.

"Magic With Photography", by Edward L. Palder. (Grosset, 1969) Simplified explanations and scientific demonstrations of basic photography, tips on how to take good pictures.

"Filmmaking for Children", by Arden Rynew, (Pflaun/Standard, 1971) Every detail of motion picture production is considered in the student handbook and presented for children in an easy and straightforward style, with clear and information-laden illustrations. Paralleling each chapter in the student book is a chapter in

the Teacher Edition offering advice in dealing with the problems that may arise, information about the mechanics of filmmaking, and suggestions for keeping each child in the class involved in the project.

"Making it Move", by John Trojanski and Louis Rockwood. (Pflaum/Standard, 1973). Students can choose to make films from techniques such as the handmade film, puppet-doll animation, object animation, cel animation, kinestasis, pixillation, cutout animation or a combination of types. All are explained in detail.

"Photo Fun: An Idea Book for Shutterbugs", by David Webster (Watts, 1973). Only common household items, inexpensive equipment, special techniques, and imagination are needed to produce interesting and unusual photographs.

"The Media Works" by Joan Valdes and Jeanne Crow. (Pflaum/Standard, 1973). This text investigates the variety of ways each medium suits itself to our psychological needs, works it's way comfortably into our lives and even directs in some measure the way we live. The book is comprehensive and rich with detailed information on all types of media.

Career Resource Center: (Objectives #3, #4, #6, #7)

The Career Resource Center has served as a basic tool in our Career Education Program. From this center were obtained occupational information, community resource contacts, and other career materials; not only for Career Education personnel, but also teachers and students appropriate to grades K - 6.

With the assistance from the director of the Career Resource Center it was possible to develop a "Cluster Concept Guide".

This guide contained social studies and science units by grade level and suggested Career Clusters applicable to each unit. The lists of Careers were designed as a starting point for the teachers who wished to relate social studies and science materials to occupations and clusters.

ELEMENTARY GUIDANCE PROGRAM:

Another area that has been strengthened this year is the elementary guidance program. This had been one of the major goals that we found difficult to attain during the first year.

Several circumstances helped in this direction this year. At the beginning of our second year, it was decided that the elementary coordinator in Wilton would emphasize services to K - 8 was too broad an area for effective use of one person. A career information service program was set-up in the library annex at Wilton Academy. Jr. High students could get career information with less than a day's work per week on the part of the career education coordinator. The other four week days could be spent on K - 6 activities.

A second favorable factor was the placement of a graduate student from the University of Maine, Orono. This teacher was on sabbatical leave from the district to receive his master's degree in elementary guidance. By completing his counseling practicum under the Wilton coordinator it was possible to place guidance help one day a week in the Weld Elementary School. This school is thirteen miles from Wilton and has been difficult to service on a regular basis.

Another favorable situation for promoting guidance concepts has been the placement of student teachers from the University of Maine/ Farmington Special Education Training Program as resource teachers in SAD #9 Schools. The Wilton counselor has been able to coordinate some guidance functions with these helpful people. They have utilized sociograms to help in an understanding of social relationships in various classrooms. Most important has been their attention to individual needs of each pupil under their care.

With the additional help provided, the coordinator has been able to engage in more teacher consultation in the Wilton area. This has included such activities as interpreting test results, looking at individual pupil differences, identifying learning difficulties and discussing career implications of different subject matter.

Although individual testing was done by the counselor last year, this has been expanded in numbers and kind. In addition to the WISC, Standard-Binet, Detroit, and ITPA available last year, the Peabody Picture Vocabulary and Individual Achievement Tests, Wide Range Achievement Test, and several individual reading diagnostic tests were made available for limited referral testing. The AGS First Grade Screening Test was given to half of the kindergarten children at the end of this year. The other half is scheduled for testing in September of 1974 along with the other then first graders.

More individual counseling has been possible but has not been stressed because of the time required. The use of forms such as (Dinkmeyer's) Life Style Guide, This Is Me and Sentence Completion activities has helped provide a direction for these sessions.

As our second year in career education draws to an end it appears that the Wilton coordinator will be retained for work in another capacity. Next fall it is hoped that additional help will be here to screen children and start a developmental Learning Disabilities Program. This same form of guidance services will be provided for at least the immediate future.

With a greater emphasis on self-awareness this past year the teachers have been involved along with the staff in establishing developmental guidance activities.

At the end of the first project year the SRA "Focus on Self-Development" programs, stages one, two and three were purchased. Also obtained were the Developing Understanding of Self and Others (DUSO) Kits D1 and D2 from AGS to round out the awareness program.

By having duplicate kits of the above series coupled with the ETV program Inside/Out it was possible to offer an Affective Mental Health approach for teachers to use with their classes in the K - 5 grades.

Along with the Magic Circle (idea) suggested for follow up to the Inside/Out program, the Glasser type classroom meetings were started in several classrooms. This was most successful at the second grade level.

Cooperative Student and Teacher Involvement: (Objectives #1, #2, #5, #6)

During the first year's project some cooperative efforts among grade level teachers in the district were noted. Examples included the sixth grade model community project at Wilton Academy, the Cushing School teachers' falls election project, and the third grades at Wilton Central School. The election project at the Cushing School included a fifth grade, all fourth grades, and the special education students.

In the Farmington school smost of the career education projects have resulted from individual teachers, rather than total grade level efforts. Although all grade levels follow a basic social studies curriculum, it is interesting to note that individual teachers approached their units in their own unique way. However, during the fall of 1973 through a third grade teachers meeting it was decided by the teachers that they would like to attempt a project involving all of the third grades. Teachers divided their food unit into sections, planned with the children, a well balanced lunch, and divided the responsibility of preparing the meal within the six classrooms. The "cooperative effort" was a huge success!

This year in Wilton the third grades each developed a unit from the social studies curriculum and taught it to the other third grades.

Cooperation was also extended to the librarians who worked closely with the two elementary coordinators in drawing up lists of books on careers, self-awareness, and photography and media. Many of these books were included in the 1973 requisitions for the library.

Career Education Projects Completed at the Elementary Level:

Career education projects reported upon in this report are those projects that met nearly all if not all, of the seven elements established as guidelines for a career education project. These projects included field trips into the community, usually in the form of mini-trips; role playing activities in which the students projected themselves into an occupational role or situation; hands on experiences, helping the student discover his manual skills; resource people from outside the school; Career awareness; self awareness activities; and the tie-in of as many subject areas as possible.

Table 3 is a breakdown of these projects by teacher, grade level and school.

Career Education Projects Completed at the Elementary Level

TABLE 3

TEACHER	Grade Level	Projects	School	Town
Allen, Edna	Kindergarten	(a) Fruits and Vegetables (b) Working with Plants & Animals (c) Community Helpers "Home, School, and Neighborhood	Primary School	Wilton
Amos, Arlene	Grade 1	(a) The Dairy Farmer (b) Seeds & the Garden Farmer (c) When I Grow Up	Primary School	Wilton
Backus, John	Grade 5	(a) Batteries and Bulbs (b) Communication and Advertising (c) Leisure Time Activities (d) Photography (e) Reading Bucks - Banking	Cushing School	Wilton
Burgess, Bonnie	Grade 3	(a) Foods(Work of Planning and Cooking Meals) (b) Shelter (c) Transportation	Central School	Wilton
Burgess, Lillian	Grade 3	(a) Foods (b) Learning by Communicating (c) Safety and Transportation (d) Shelter	Mallett School	Farmington

Conant, Coval	Grade 4	(a) Lumbering & Wood Products (b) Woodworking in the Classroom	Cushing School	Wilton
Cram, Sharon	Grade 5	(a) "Macbeth" Video Tape Production	Wilton Academy	Wilton
Coffin, Peter	Grade 6	(a) Exploring Job Opportunities	Ingalls School	Farmington
Deraspe, Ann	Kindergarten	(a) Hatchery	Mallett School	Farmington
Dickinson, Nancy	Grade 3	(a) How a Film Strip is Made	Central School	Wilton
Dawson, Trudy	Grade 4	(a) Communications and Advertising (b) Local Careers in Maine	Cushing School	Wilton
Durrell, Connie	Grade 4	(a) DUSO Looks at Career Development	Cushing School	Wilton
Farmer, Taffy	Grade 2	(a) Community Helpers	Central School	Wilton
Fidler, Lillian	Grade 5	(a) Flying Kites	New Sharon School	New Sharon
Granberg, Rachel	Grade 1	(a) Jobs in Maine & Nova Scotia (b) Focus on Careers (c) Seeds and the Garden Farmer	Primary School	Wilton
Heath, Adele	Grade 2	(a) Businesses and Services in the Wilton Area(Community Helpers) (b) Worker of the Month	Central School	Wilton
Hardy, Francis	Grade 3	(a) Animals in the Classroom (b) Communications (c) Construction (d) Fish Hatchery (e) Foods	Mallett School	Farmington

Holmes, Anita	Grade 1	(a) About You (b) Storekeeper (c) Who's Who at the Zoo	Mallett School	Farmington
Kozlowski, Jean	Grade 3	(a) Foods (b) Shelter	Mallett School	Farmington
Lewis, Jan	Grade 2	(a) Community Helpers	Mallett School	Farmington
Lockwood, Douglas	Grade 6	(a) Writing & Film Production of an Original Script (b) Photography	Wilton Academy	Wilton
Meisner, Marcia	Grade 3	(a) Foods (b) Interviewing Parents (c) Shelter (d) Transportation	Mallett School	Farmington
Moore, Jeannine	Grade 5	(a) Book of Revolutionary War (Book writing) (b) Electricity and Jobs (c) Making a Film (d) Telephone	Wilton Academy	Wilton
Mosher, Birdena	Kindergarten	(a) Fruits and Vegetables (b) Community Helpers	Primary School	Wilton
Norton, Gloria	Grade 4	(a) Wood Products	Mallett School	Farmington
Nutter, Judy	Grade 1	(a) What Are Your Emotions?	Mallett School	Farmington
Oliver, Diana	Grade 2	(a) Hospital Workers	Central School	Wilton
Orr, Leatrice	Grade 4	(a) About You-Healthy Minds and Bodies (b) Forest Regions	Mallett School	Farmington

Pike, Ann	Kindergarden	(a) Apple Orchard (b) Hatchery (c) Valentines	Mallett School	Farmington
Pratt, Charlotte	Grade 5	(a) Yourself in relation to other People and the World around you	Wilton Academy	Wilton
Ranger, Carol	Grade 1	(a) A Visit to the Dentist	Mallett School	Farmington
Riggs, Maureen	Grade 3	(a) Kid's Candy Co. (b) Indians (c) Shelter	Central School	Wilton
Smith, Elizabeth	Grade 1	(a) Dairy Farm (b) Dental Care (c) Seeds (d) What Goes on Behind the Scenes at the Library	Primary School	Wilton
Sparks, Maude	Grade 2	(a) Community Helpers	Central School	Wilton
Sproul, Jeannette	Grade 1	(a) A Visit to the Dentist	Mallett School	Farmington
Sproul, Paul	Grade 6	(a) Exploring Job Opportunities	Ingalls School	Farmington
Thombs, Nora	Grade 4	(a) Products from the Forest (b) Maine and Town Government (done through games & oral simulation)	New Sharon School	New Sharon
Tripp, Doris	Grade 4	(a) Town Government	Cushing School	Wilton
Violet, Marilyn	Grade 4	(a) Exploring Work in Our Community	Mallett School	Farmington

Wallis, Eloise	Special Ed.	(a) Bank Workers, Savings, and Checking Accounts	Wilton Academy	Wilton
Ward, Claire	Grade 4	(a) Wood Products (b) World of Work	Ingalls School	Farmington
Young, Carol	Grade 3	(a) Communications (b) Foods	Mallett School	Farmington

Component II The Junior High School

(Submitted by Marshall Thombs)

Objectives:

1. To continue and enlarge upon the career development models of the elementary school program, to reinforce and expand positive concepts concerning the world of work.

2. To provide group guidance for the purpose of developing insights into strengths, weaknesses, and interests as they pertain to academic and vocational pursuits.

3. To provide the opportunities to research occupational areas and relate these areas to interests and abilities.

4. To utilize community resources including businesses, industries and people to help students gain insight into the skills and training required for several occupations.

5. To help students plan high school course sequences which will provide a broad base for career selection.

6. To integrate career development activities into course offerings at the junior high school level.

7. To provide opportunities for parents to become aware of the goals and objectives of the career development program.

Rather than treat each objective as a separate entity a procedural framework was established that would meet the intent of the objectives while establishing an operational model aimed at insuring a career development program beyond the present limits of the career education project. In that the junior high counselor also served as co-director to the program, it was possible to guide development in such a manner as to assure integration of a program that has promise of continuation.

Procedures:

1. Using the career education model incorporating the seven elements outlined in the elementary school component efforts were made to integrate career education into the units of study that are a part of the ongoing junior high program.

2. By working in cooperation with the seventh grade teachers, group guidance or whole class guidance procedures were planned through the language arts program. These sessions were to be held once a week. Both the junior high counselor and the teacher were to be involved. The program was to begin with self-awareness and inter-personal relations to be used as a background for career exploration based on interest surveys and the Widening Occupational Roles Kits (WORK) produced by Science Research Associates.

3. Through cooperative efforts, the junior high counselor and language arts teachers of the eighth grade planned whole class guidance sessions directed toward self-awareness and career exploration. Motivation for Career Success, a very comprehensive program produced by Educational Achievement Corporation was to serve as the basic instrument for this program. A major factor considered for this project was pre and post assessment of pupil self-image.

4. Individual interviews were to be held with each freshman student for the purpose reviewing interest and academic strengths as a basis for planning a high school program.

5. Through a cooperative venture with the ninth grade language arts teachers, a program was to be developed that would allow each freshman student to spend part or a whole day with a person practicing an occupation the student had indicated interest in through completion of participating in The Career Games Laboratory produced by the Educational Progress Corp.

6. Part of each function involving parents in the school program was to be devoted to an explanation of career education concepts and procedures.

Results.

1. Several teachers did incorporate career education concepts into their programs. Greater participation could have been achieved if the originally planned in-service function had been carried out and if there had been more time to work with individual teachers. Table 4 presents data on those projects that were considered by the co-director to correspond to the career education project guidelines.

TABLE 4

Junior High Career Education Projects

Teacher	Grade Level	Project	School	No. of Students
H. Somers	Grade 8	Jobs in Your Future (a complete unit of occupational exploration, along with many other activities, some thirty films on occupations were utilized.)	Mt. Blue Jr. High	55
D. Deraspe	Grade 8	(a) Maine Law and Social Problems (b) Drug Education (c) Contemporary Maine Studies (d) First Aid and Related Health Careers	Mt. Blue Jr. High	31 31 31 60
T. Taylor	Grade 9	Picnic Study Area (This project involved a Vocational math group and a Basic Math. An actual picnic area was cleared and tables constructed. This project drew heavily on advice and consultation provided by the Maine Park Service.)	Mt. Blue Jr. High	35
P. Hayes	Grade 9	Careers and Interest (Planned with a low level social studies class. Unit involved many innovative ideas centered around occupational exploration.)	Mt. Blue Jr. High	15
P. Hayes	Grade 9	Simulation Unit Involving a community in crisis	Mt. Blue Jr. High	105
B. Fredericks	Grade 9	Child Care and Early Education Occupations	Mt. Blue Jr. High	20

P. Brown	Grade 7	(a) Ecology Occupations (b) Relating Health Careers to a Unit on the Body	Mt. Blue Jr. High	28
L. Henry	Grade 8	Values and Your Career	Wilton Academy	75

While cooperative projects have been a matter of discussion for the past two years, it will not be until next fall that projects incorporating career education and developed jointly by teachers of different disciplines will actually be undertaken.

2. The seventh grade guidance program was started as originally planned with the intent to work into a concentration on career exploration. The co-director, having been involved in the Inside/Out T.V. series program tried a few of the programs with follow-up on experimental basis with the seven groups that made up the total seventh grade. The reception to these programs was so positive that entire group guidance programs for this grade was re-structured around this series. It is strongly felt that results from this approach will increase the effectiveness of the career exploration activities planned in grade eight.

Next year it is planned to use the most effective Inside/Out programs along with the new Career Education series, Bread and Butterflies.

The videocorder systems have made this type guidance program possible.

Part of the student evaluation of this program is shown in Table 5. The remainder of the pupils' evaluation is depicted in graph form on the following pages.

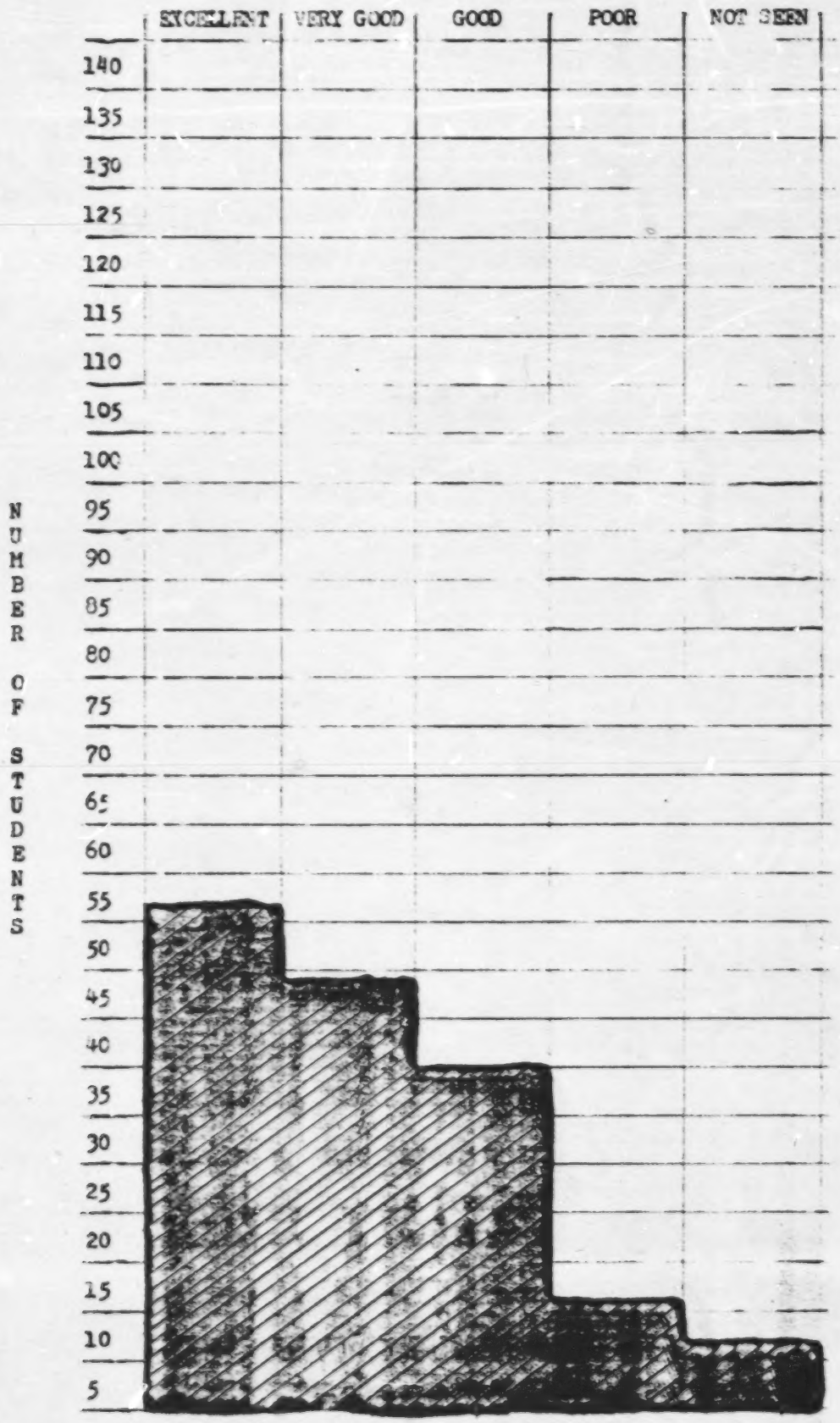
Evaluation of Inside/Out Programs

TABLE 5

Stimulus Statement	YES Responses	NO Responses
1. I think the Inside/Out Programs are valuable.	141	10
2. Inside/Out helped me to understand my own feelings better.	116	34
3. Inside/Out helped me to understand the feelings of others.	134	16

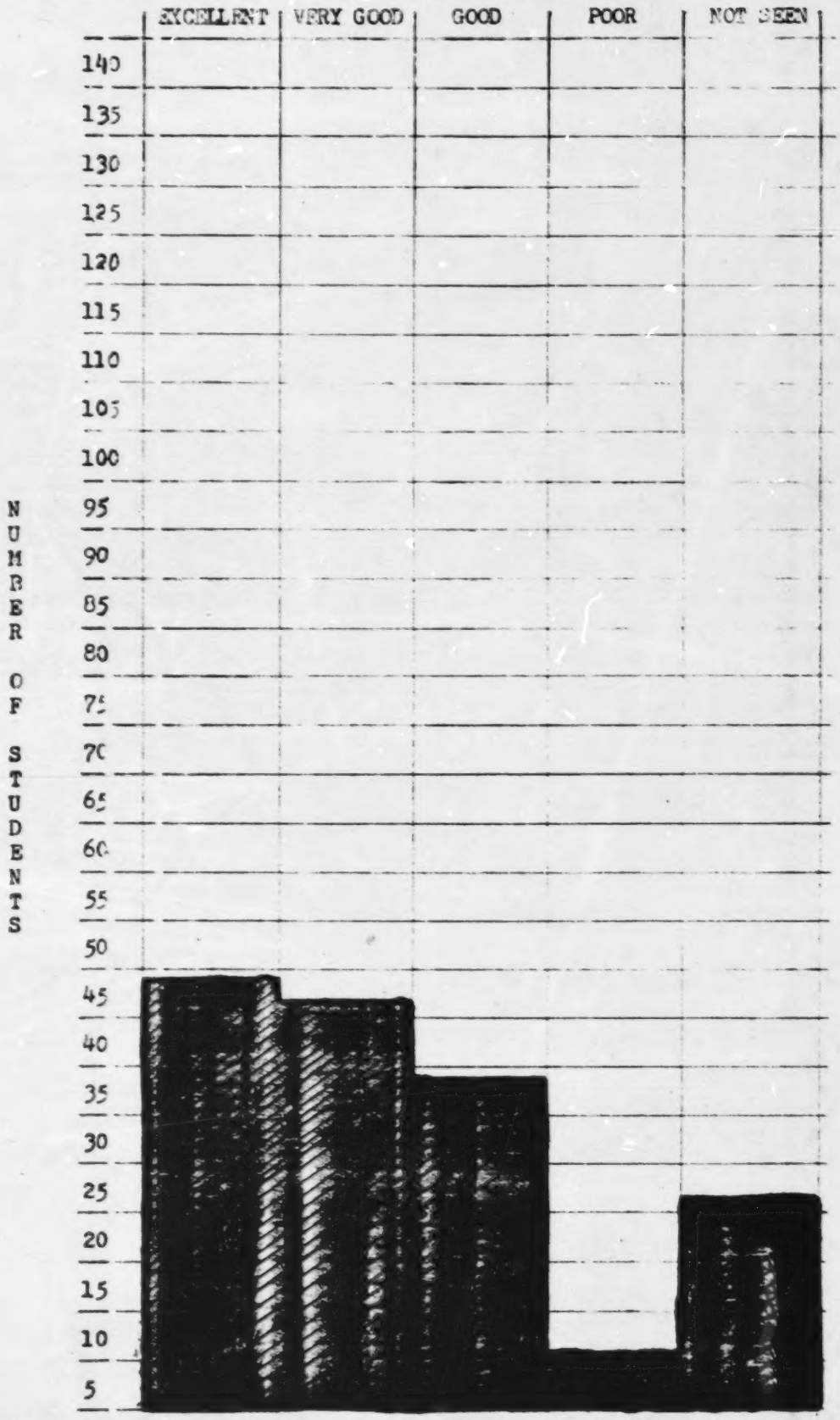
INSIDE - OUT PROGRAM: "LOVE, SUSAN"

STUDENT RATING

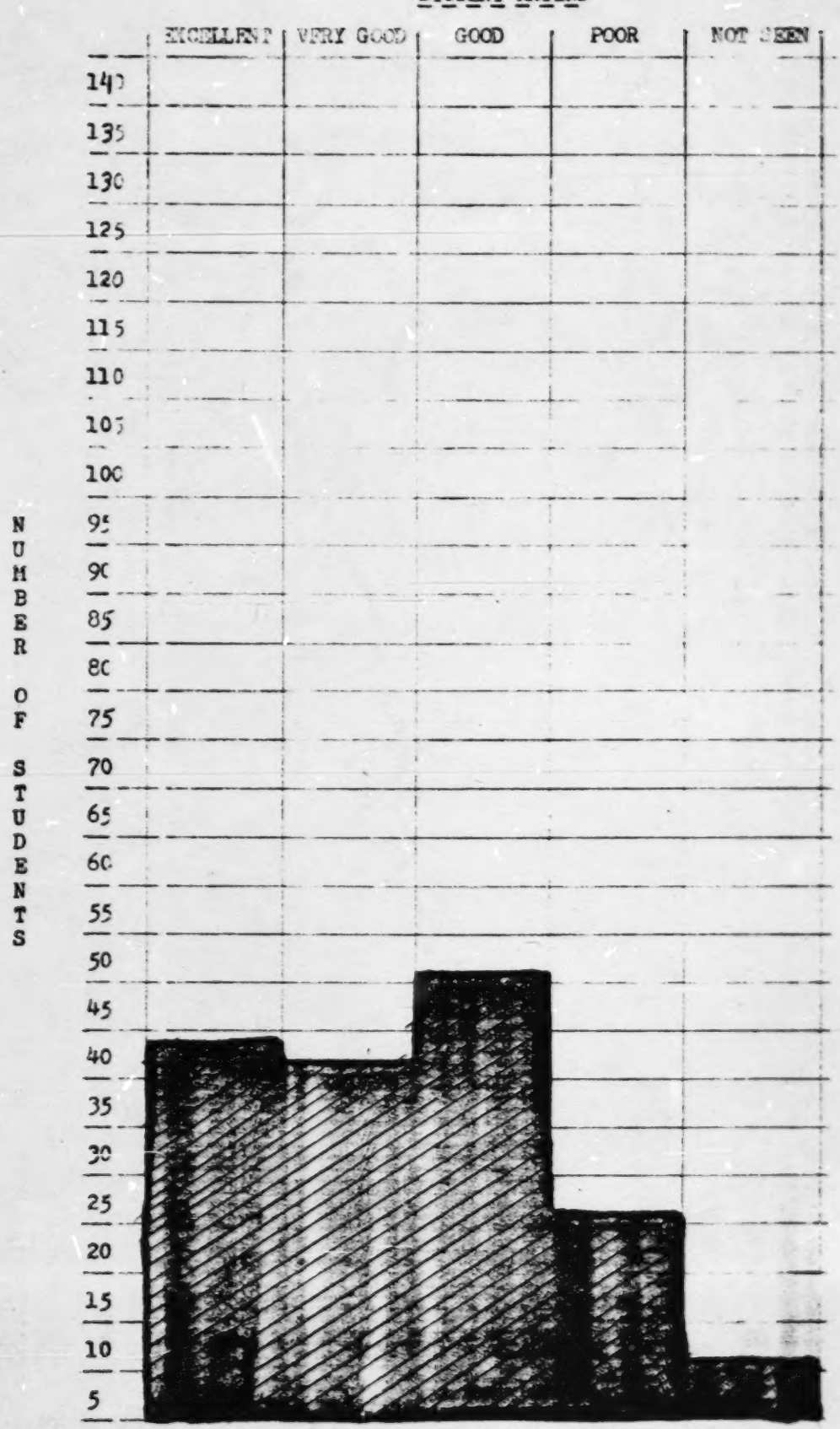


108. INSIDE - OUT PROGRAM: "BROTHERS AND SISTERS"

STUDENT RATING

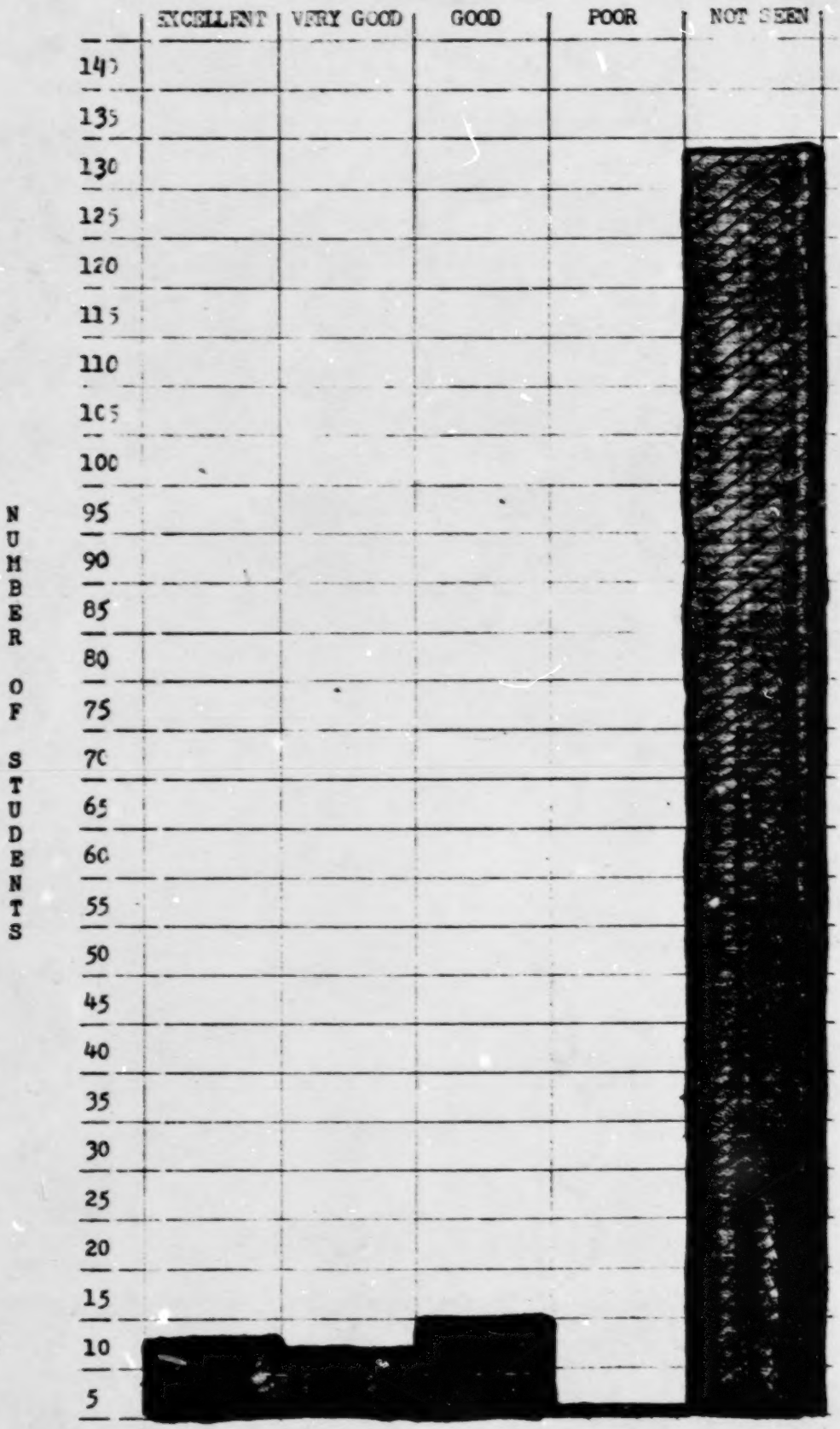


INSIDE - ART PROGRAM: "SOMEONE SPECIAL"



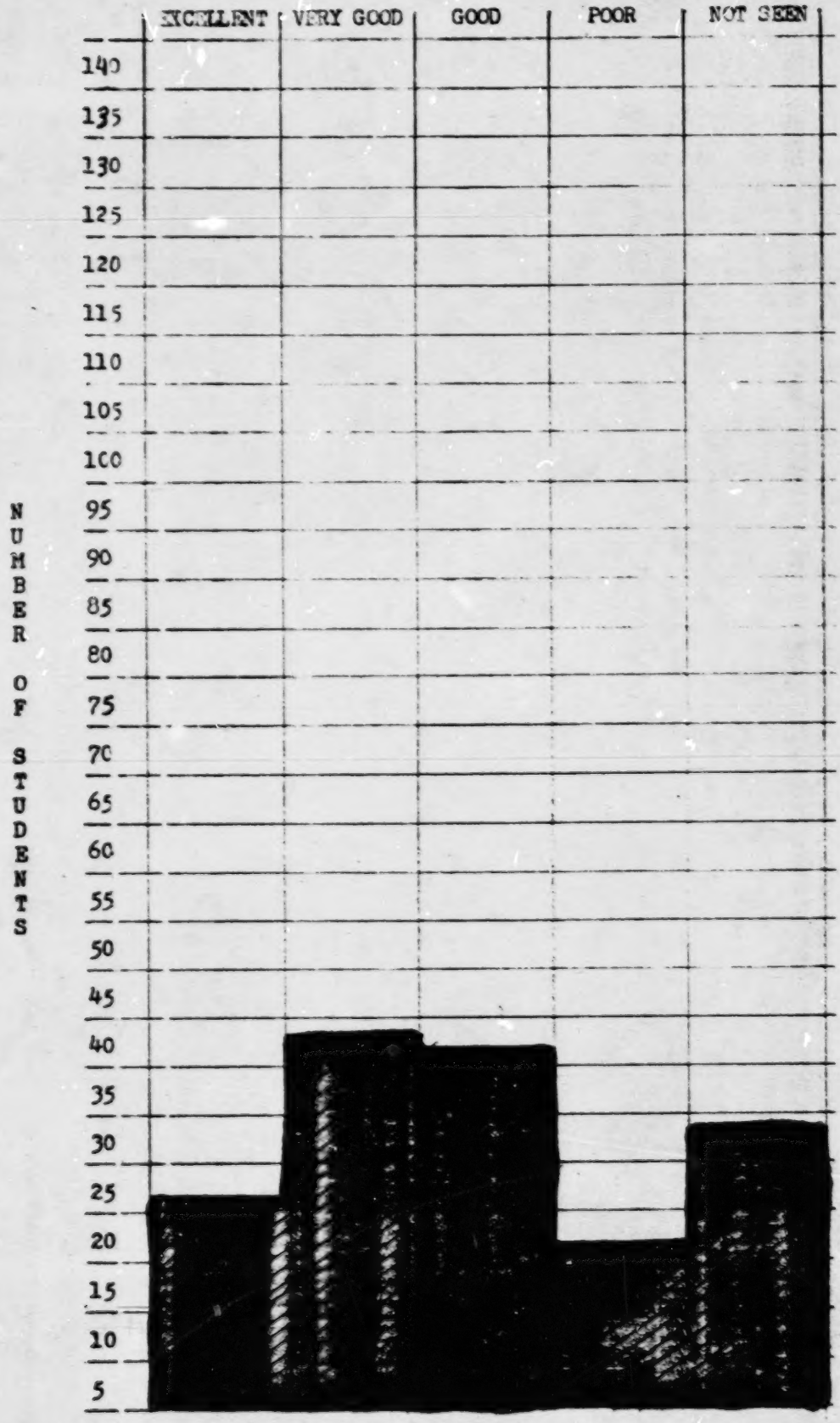
110. INSIDE - OUT PROGRAM: "I WANT TO"

STUDENT RATING

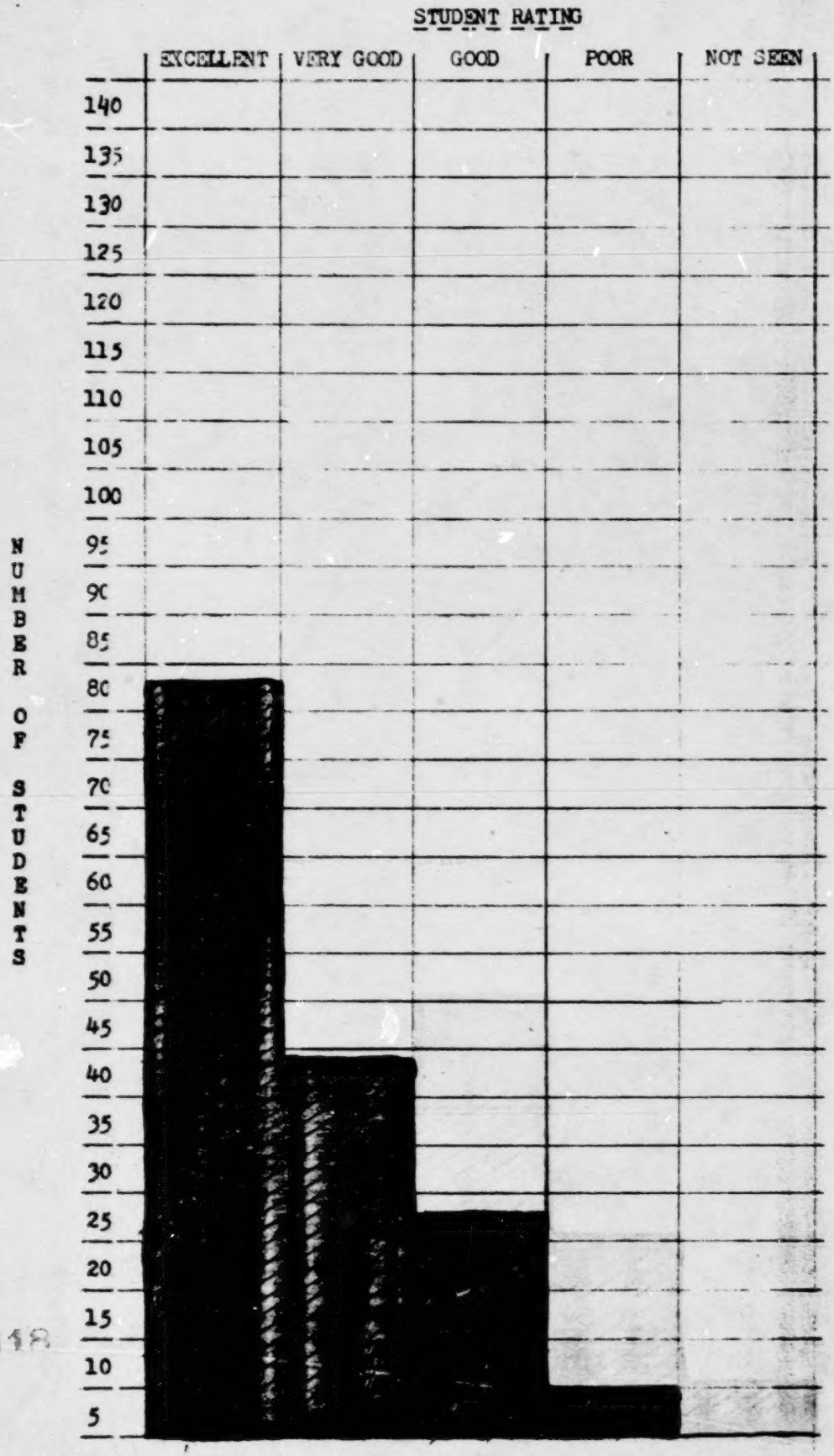


INSIDE - OUT PROGRAM: "WHEN IS HELP"

STUDENT RATING

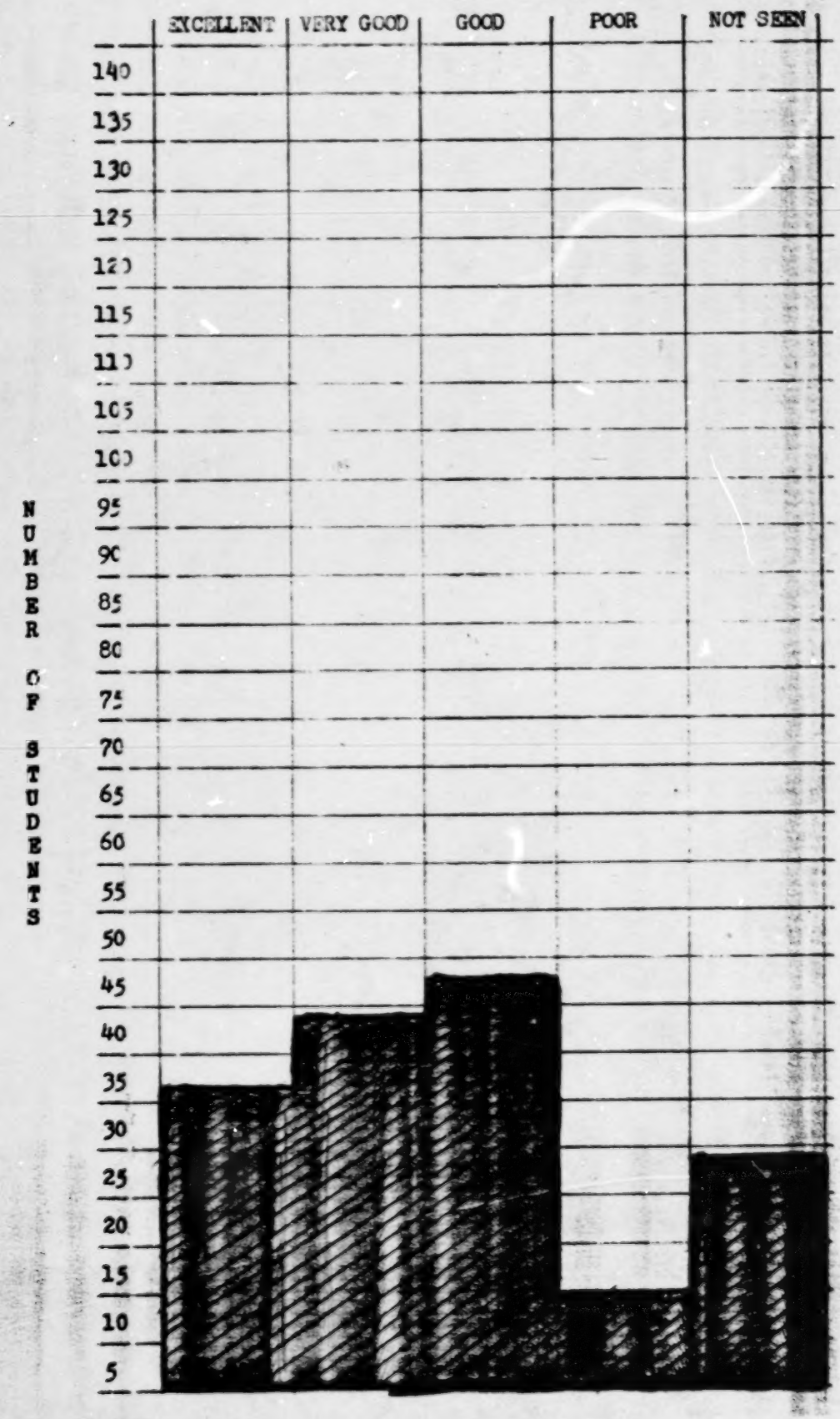


112. INSIDE - OUT PROGRAM: "BULLY"

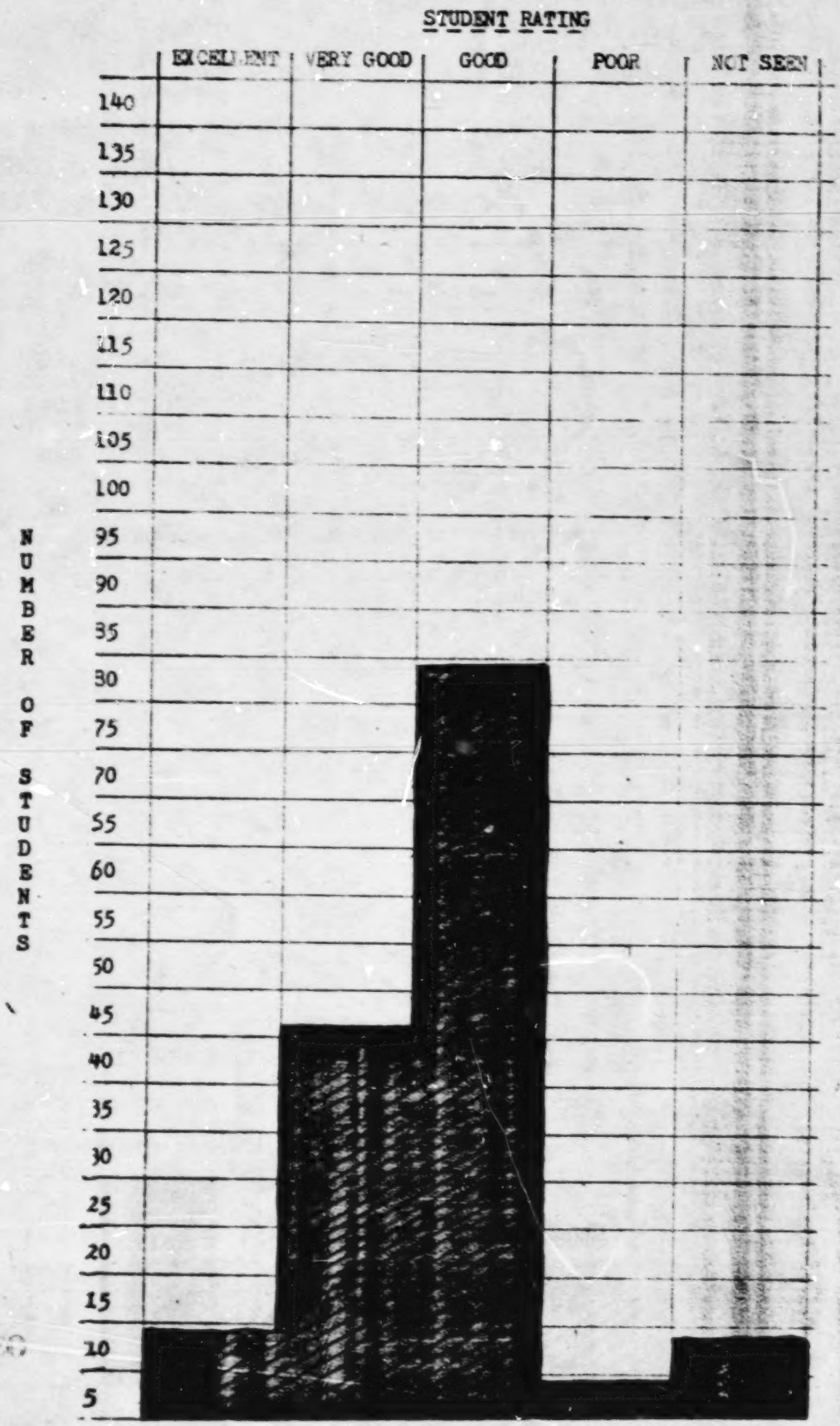


INSIDE - OUT PROGRAM: "BUT THEY MIGHT LAUGH"

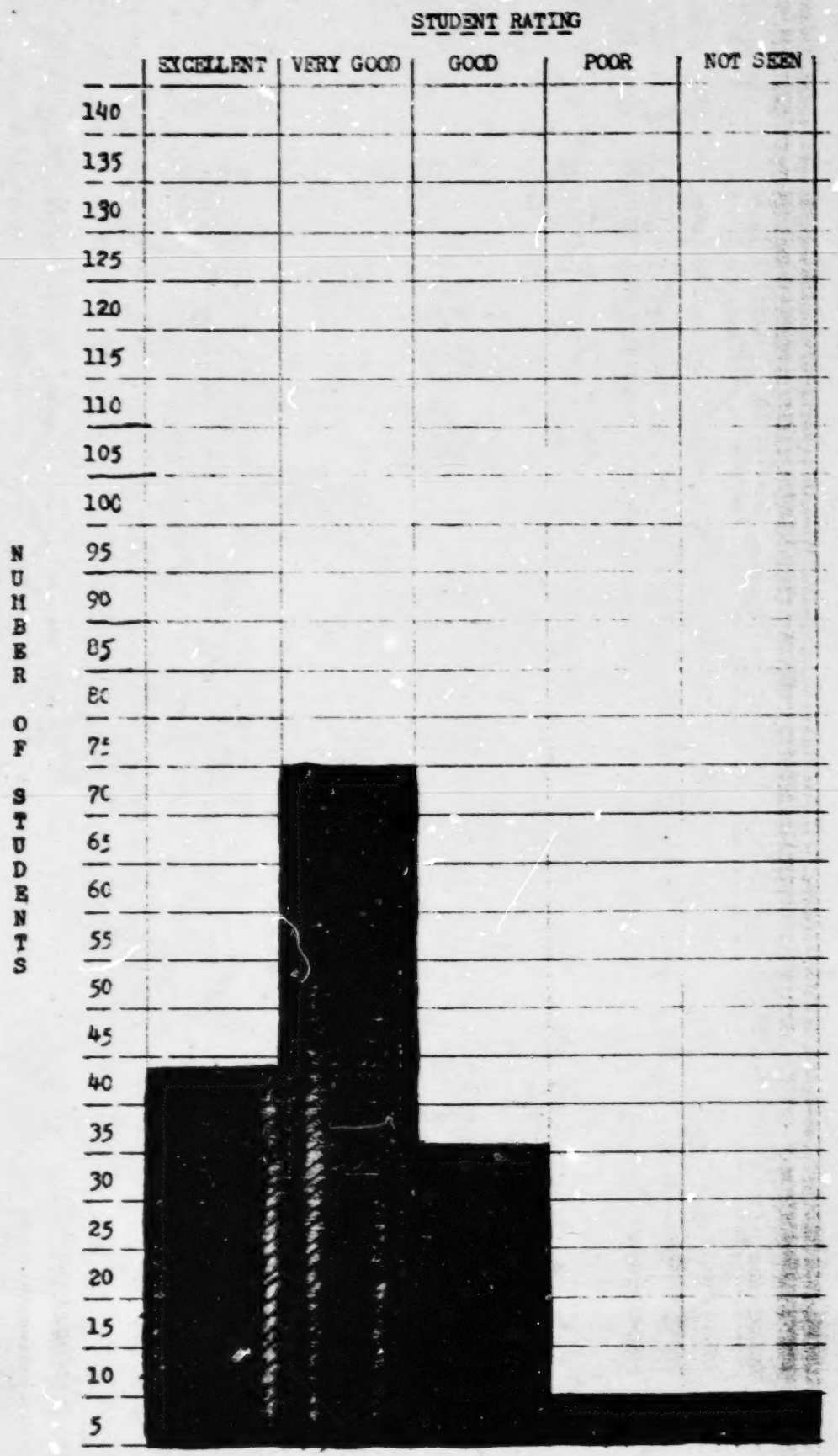
STUDENT RATING



INSIDE - OUT PROGRAM: "BECAUSE IT'S FUN"



INSIDE - OUT PROGRAM: "HOW DO YOU SHOW"

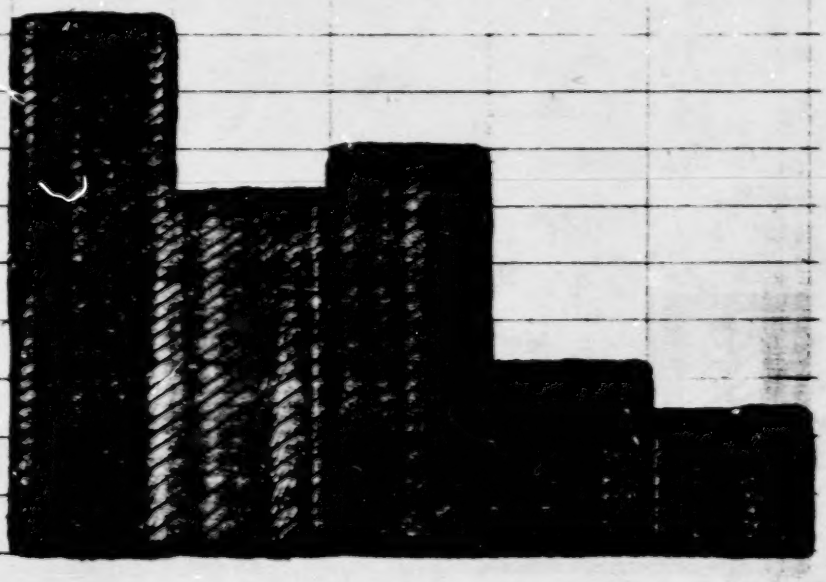


116. INSIDE - OUT PROGRAM: " STRONG FEELINGS"

STUDENT RATING

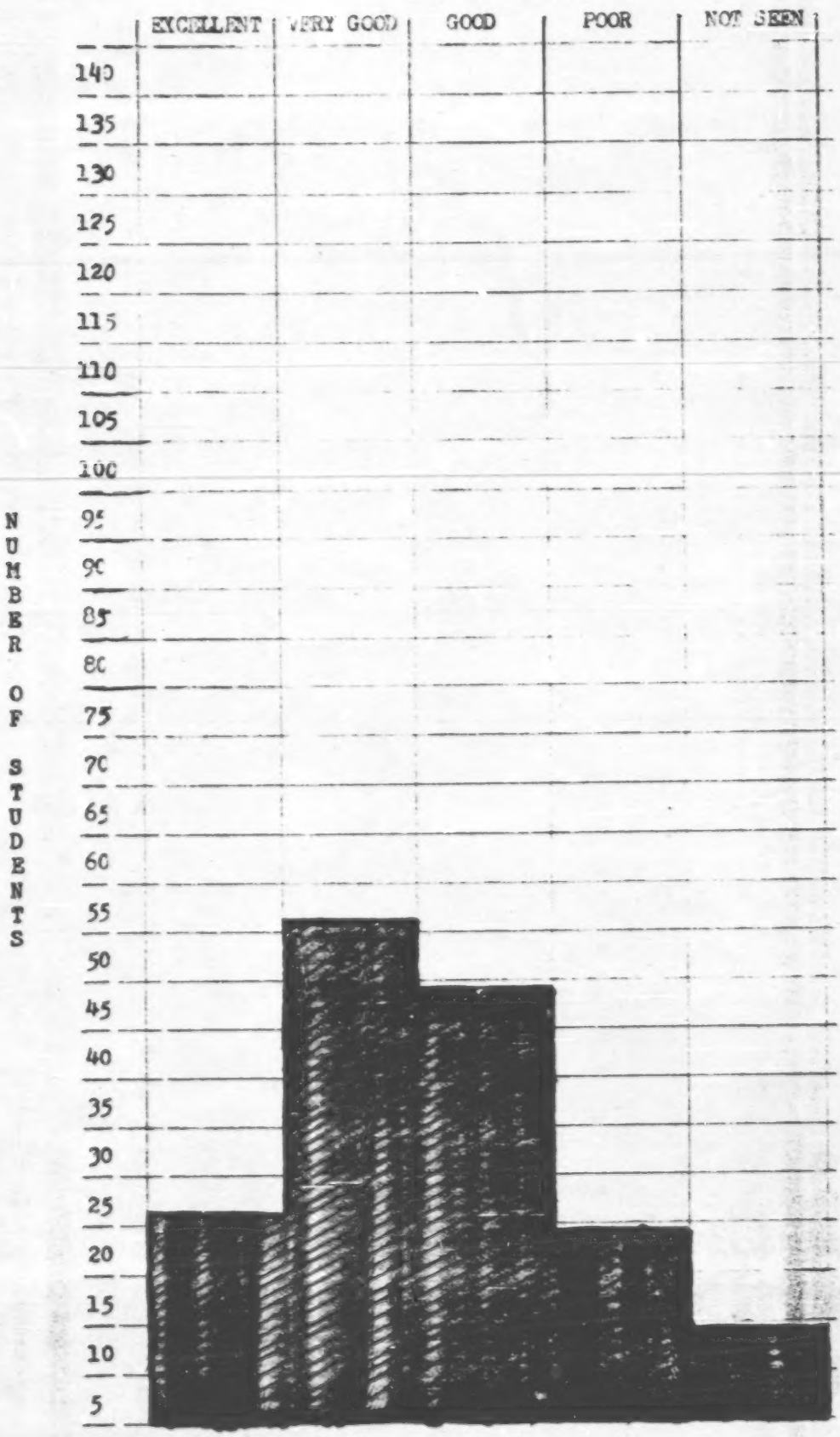
	EXCELLENT	VERY GOOD	GOOD	POOR	NOT SEEN
140					
135					
130					
125					
120					
115					
110					
105					
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					
45					
40					
35					
30					
25					
20					
15					
10					
5					

NUMBER OF STUDENTS



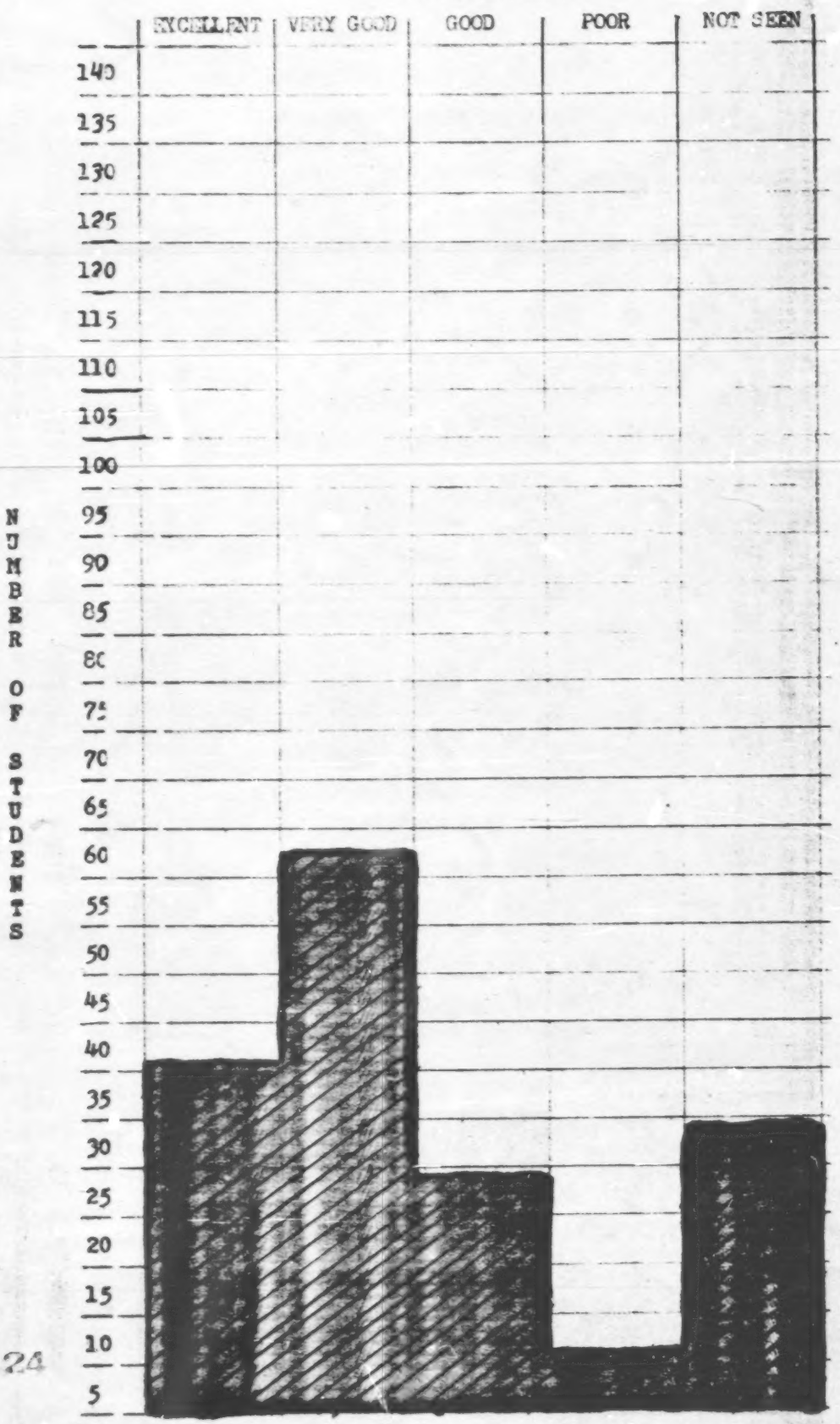
INSIDE - OUT PROGRAM: "MUST I MAY I"

STUDENT RATING



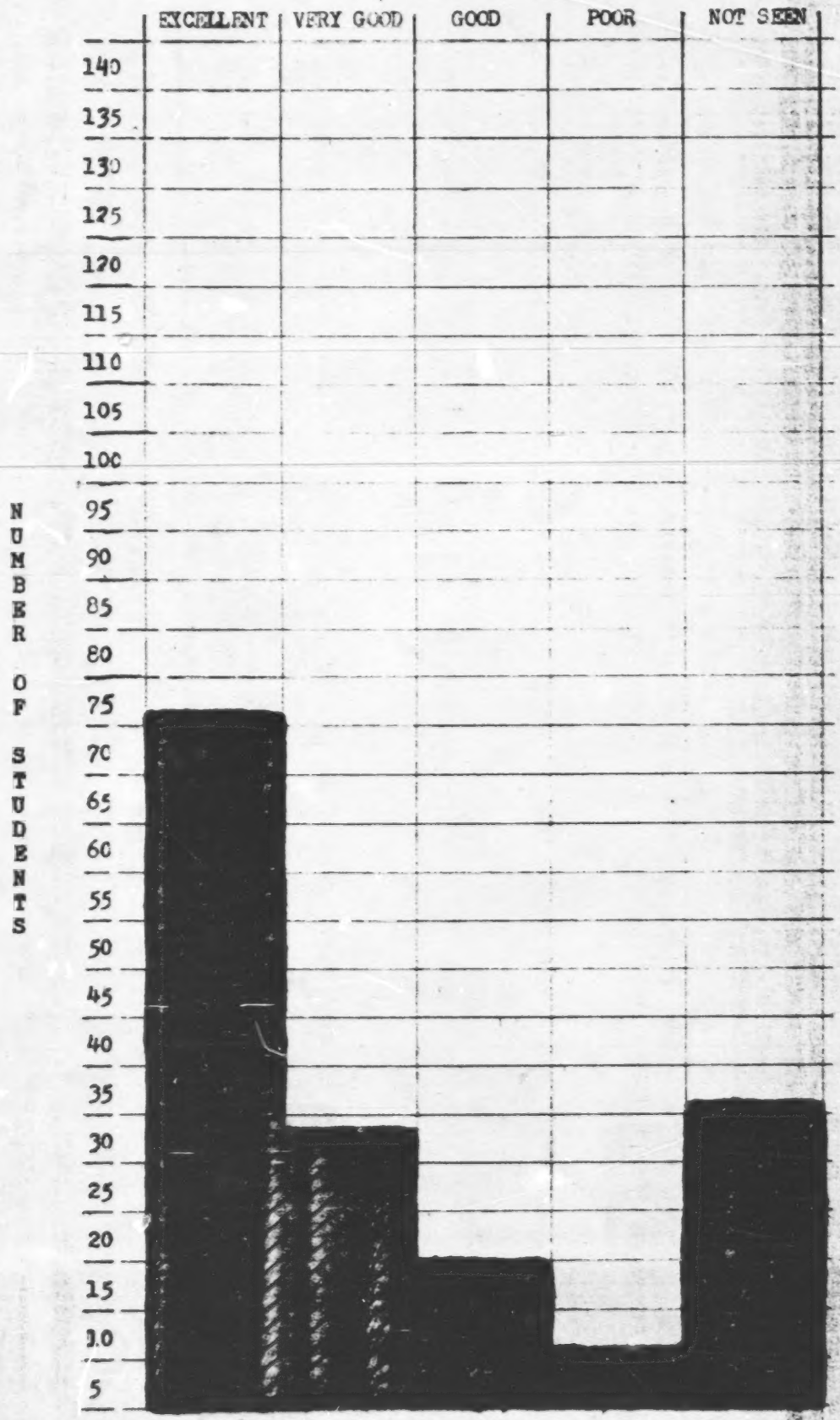
118. INSIDE - OUT PROGRAM: "TRAVELIN' SHOES"

STUDENT RATING



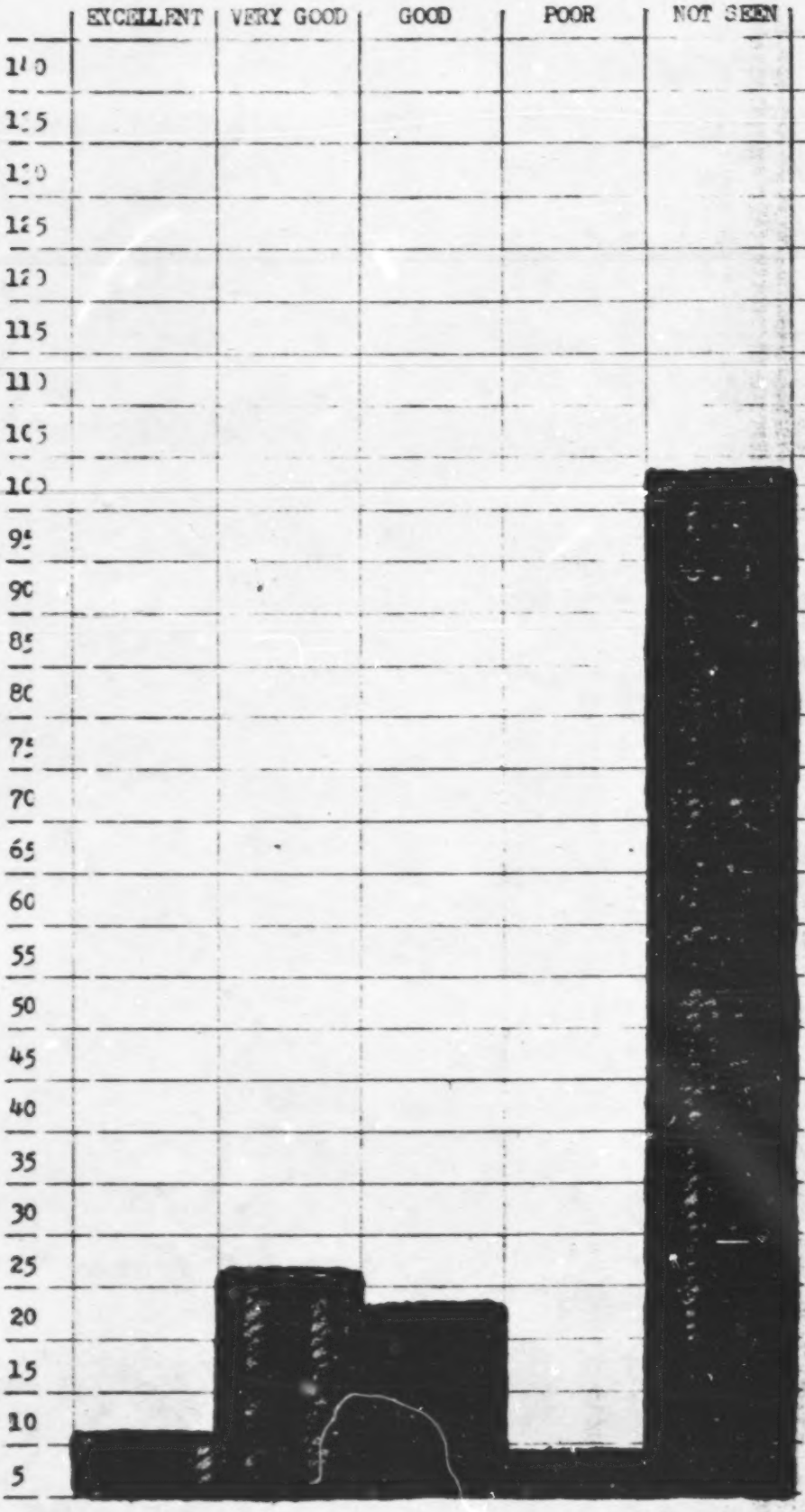
INSIDE - OUT PROGRAM: "JUST JOKING"

STUDENT RATING



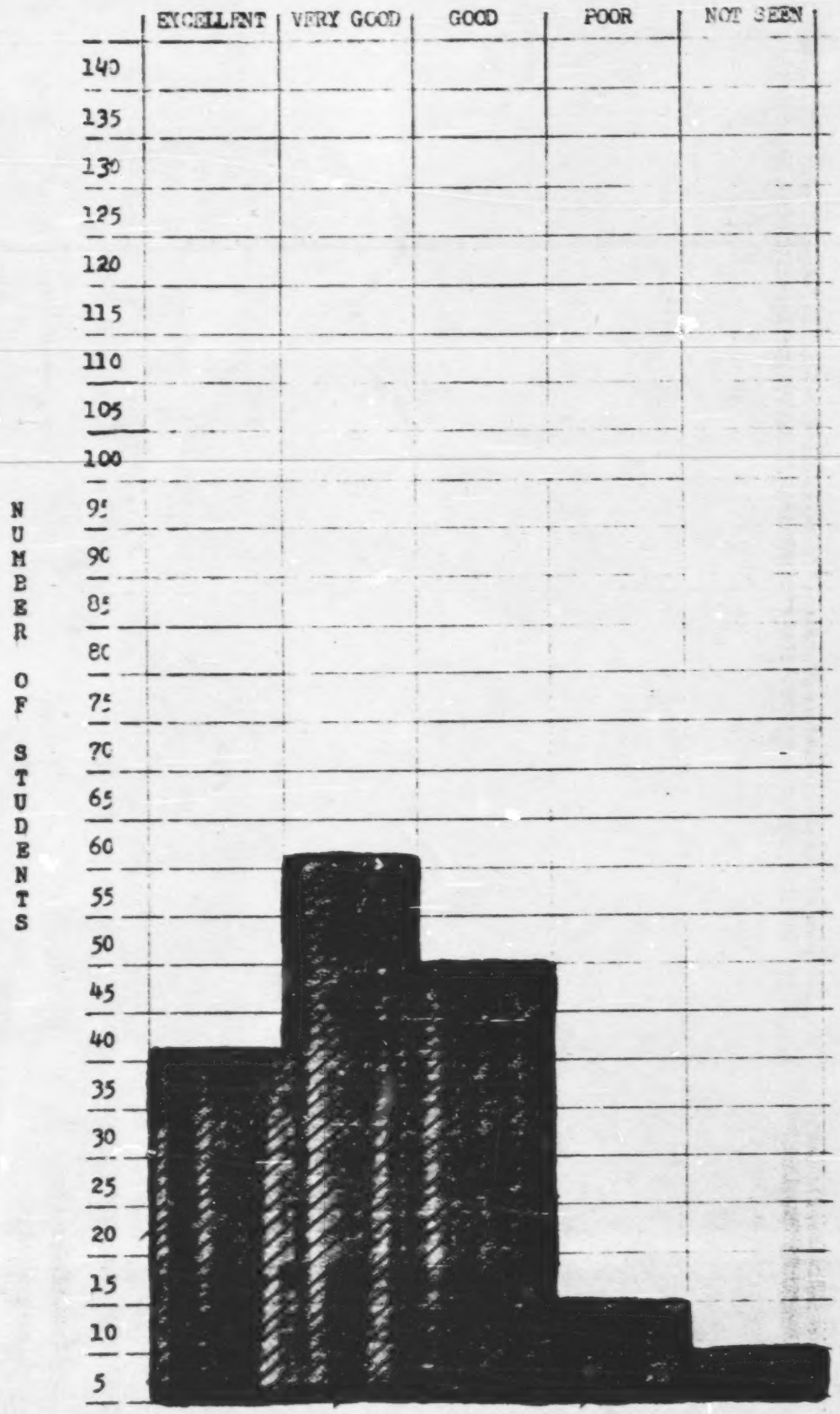
120. INSIDE - OUT PROGRAM: "...BUT NAMES WILL NEVER HURT"

STUDENT RATING



INSIDE - OUT PROGRAM: "HOME SWEET HOME"

STUDENT RATING



122. INSIDE - OUT PROGRAM: "JEFF'S COMPANY"

STUDENT RATING

	EXCELLENT	VERY GOOD	GOOD	POOR	NOT SEEN
140					
135					
130					
125					
120					
115					
110					
105					
100					
95					
90					
85					
80					
75					
70					
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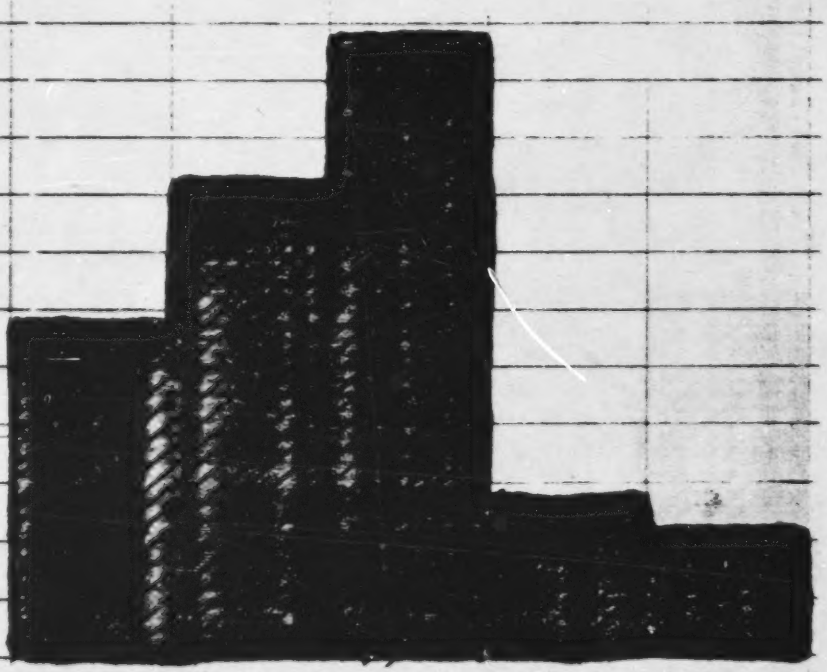
25					
20					
15					
10					
5					

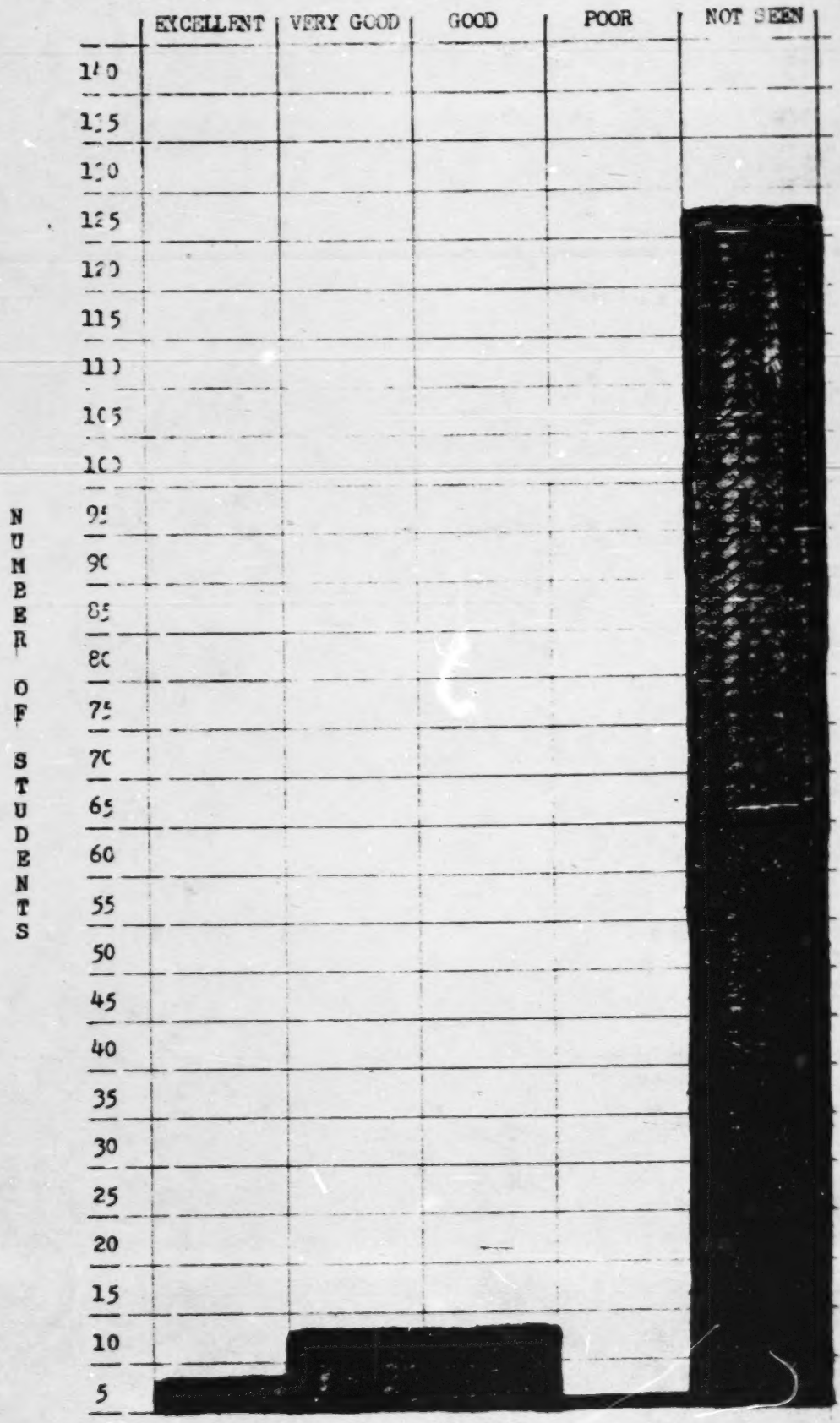
NUMBER OF STUDENTS



E 128

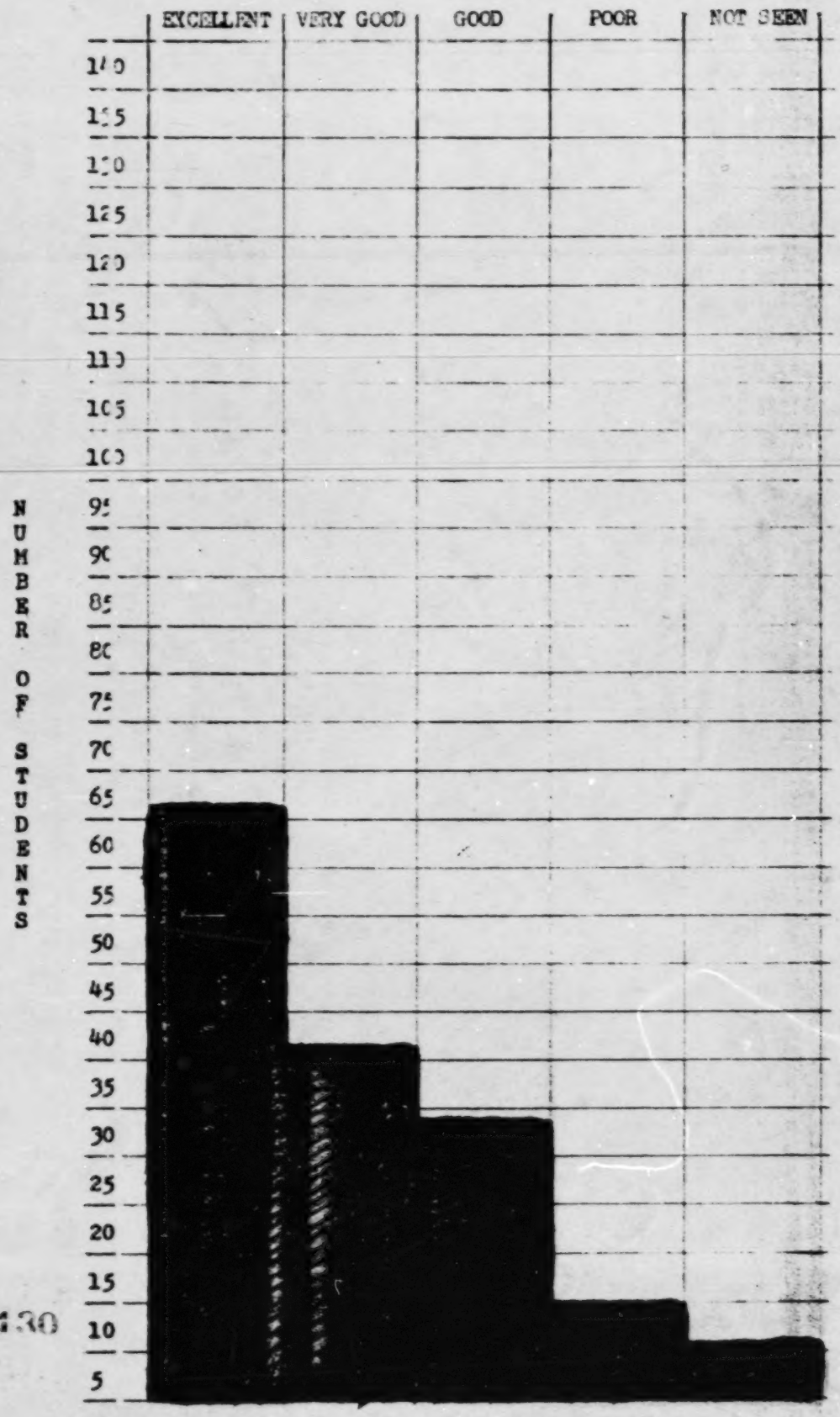
INSIDE - OUT PROGRAM: "BUY AND BUY"

STUDENT RATING



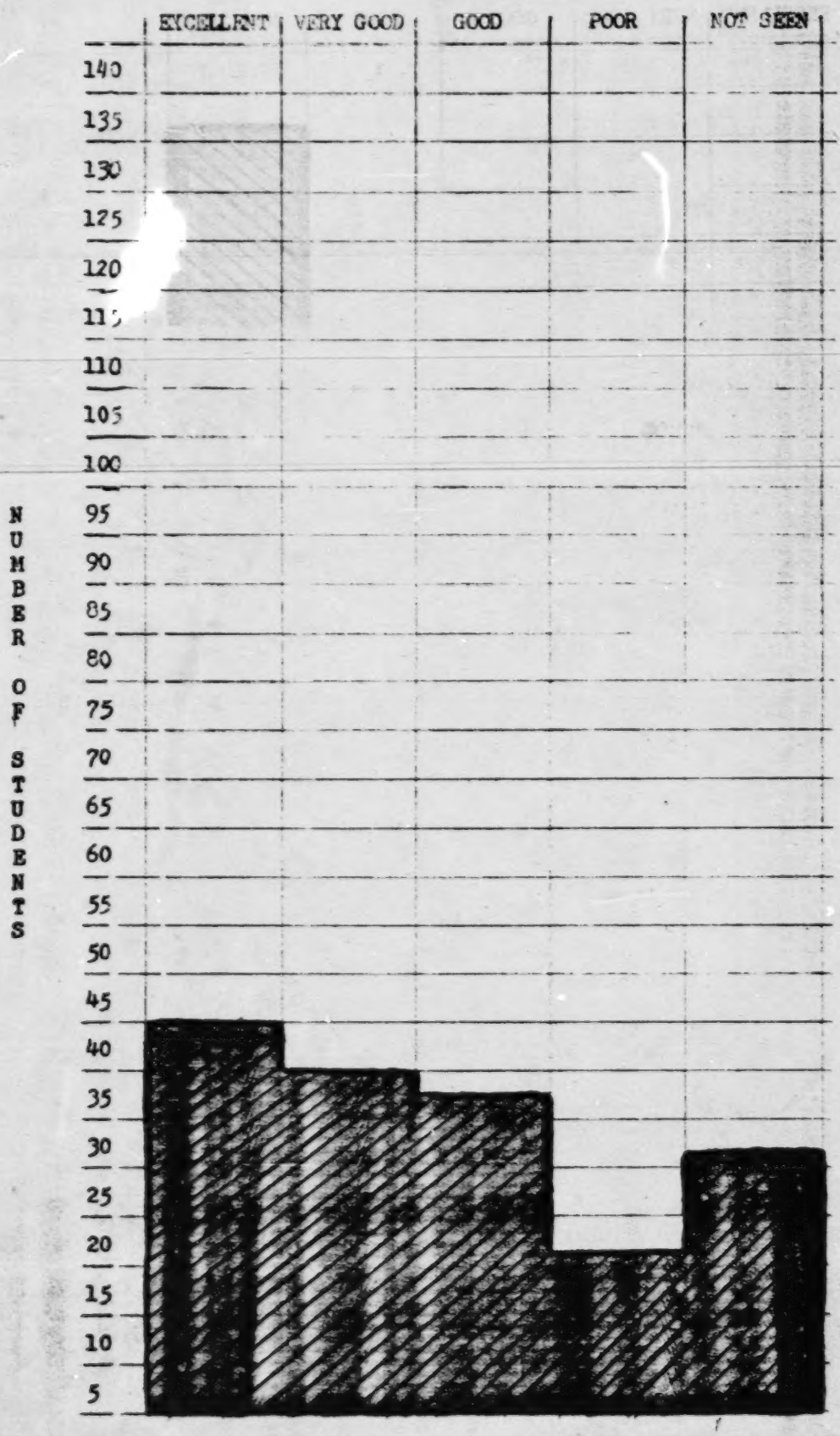
INSIDE - OUT PROGRAM: "CAN I HELP"

STUDENT RATING

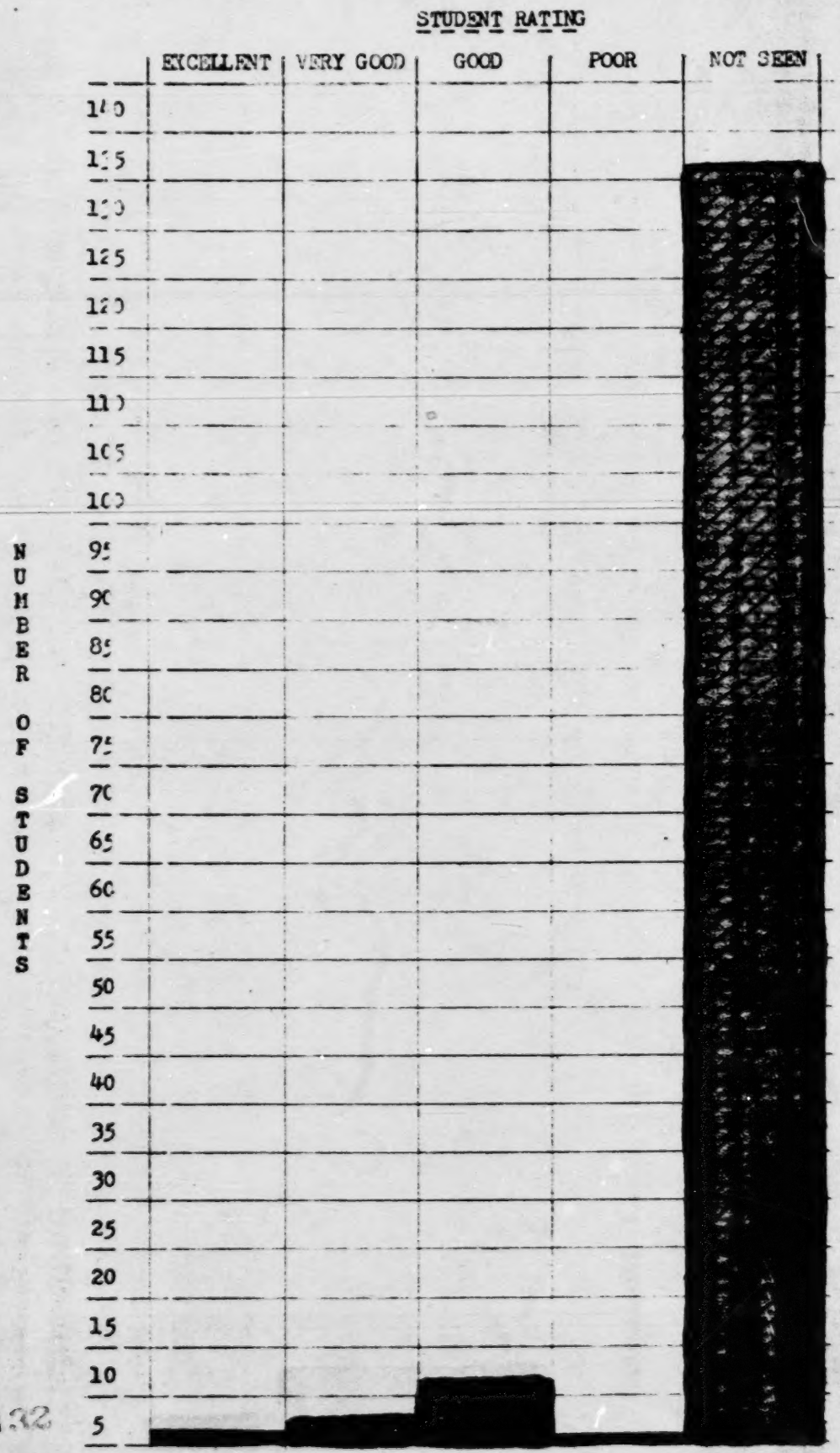


INSIDE - OUT PROGRAM: "LIVING WITH LOVE"

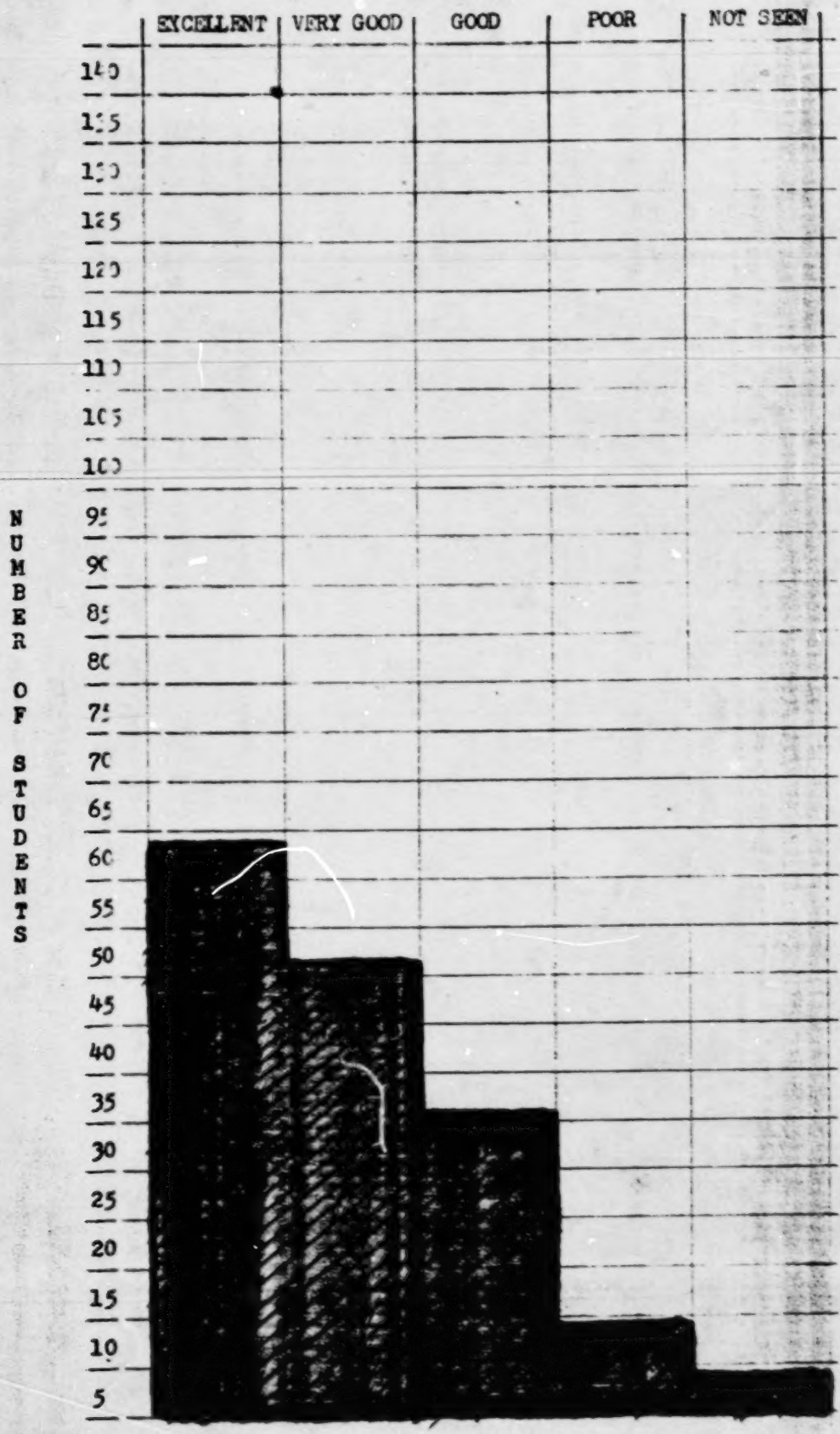
STUDENT RATING



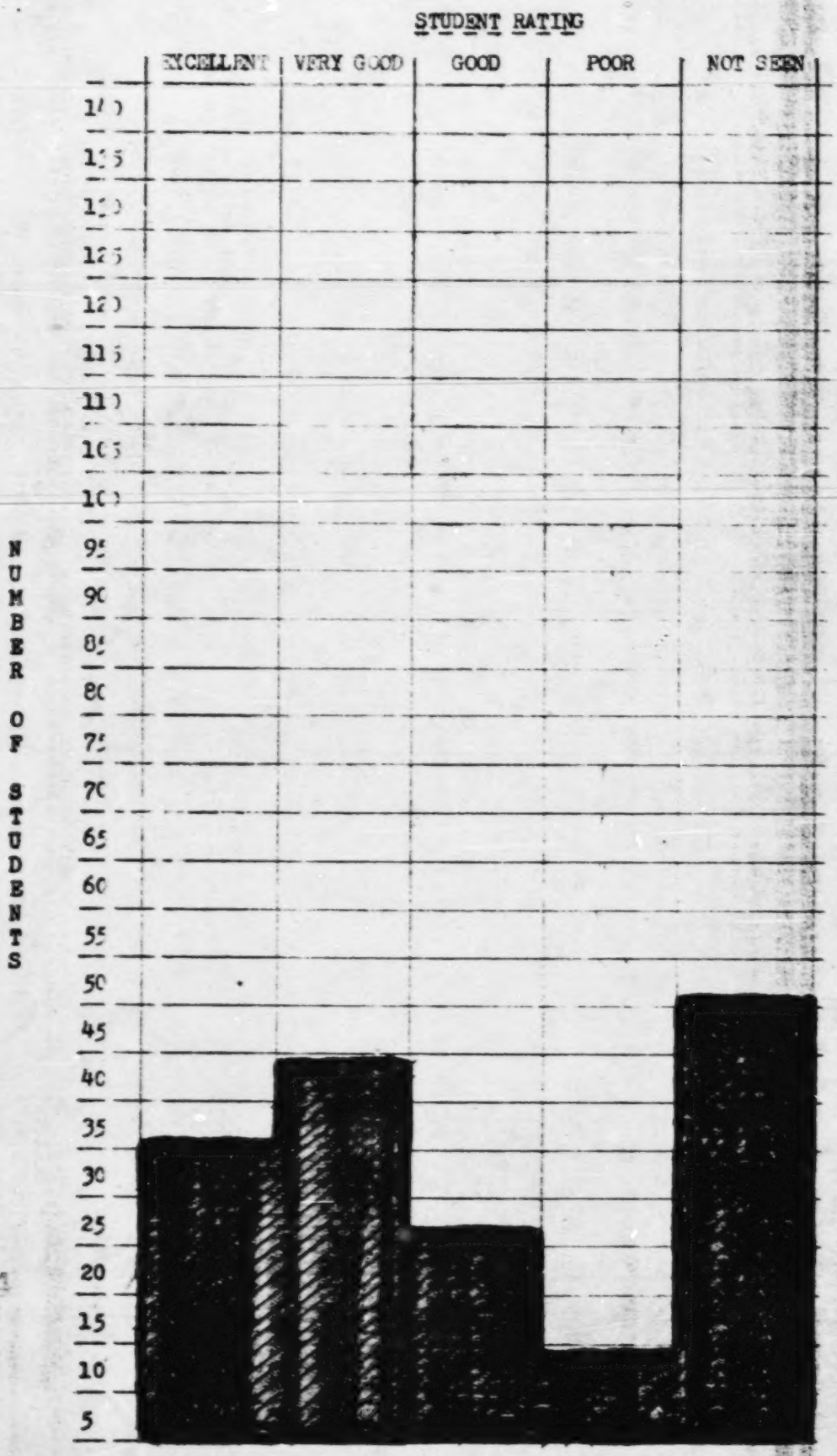
126. INSIDE - OUT PROGRAM: "CAN DO / CAN'T DO"



INSIDE - OUT PROGRAM: "BREAK UP"

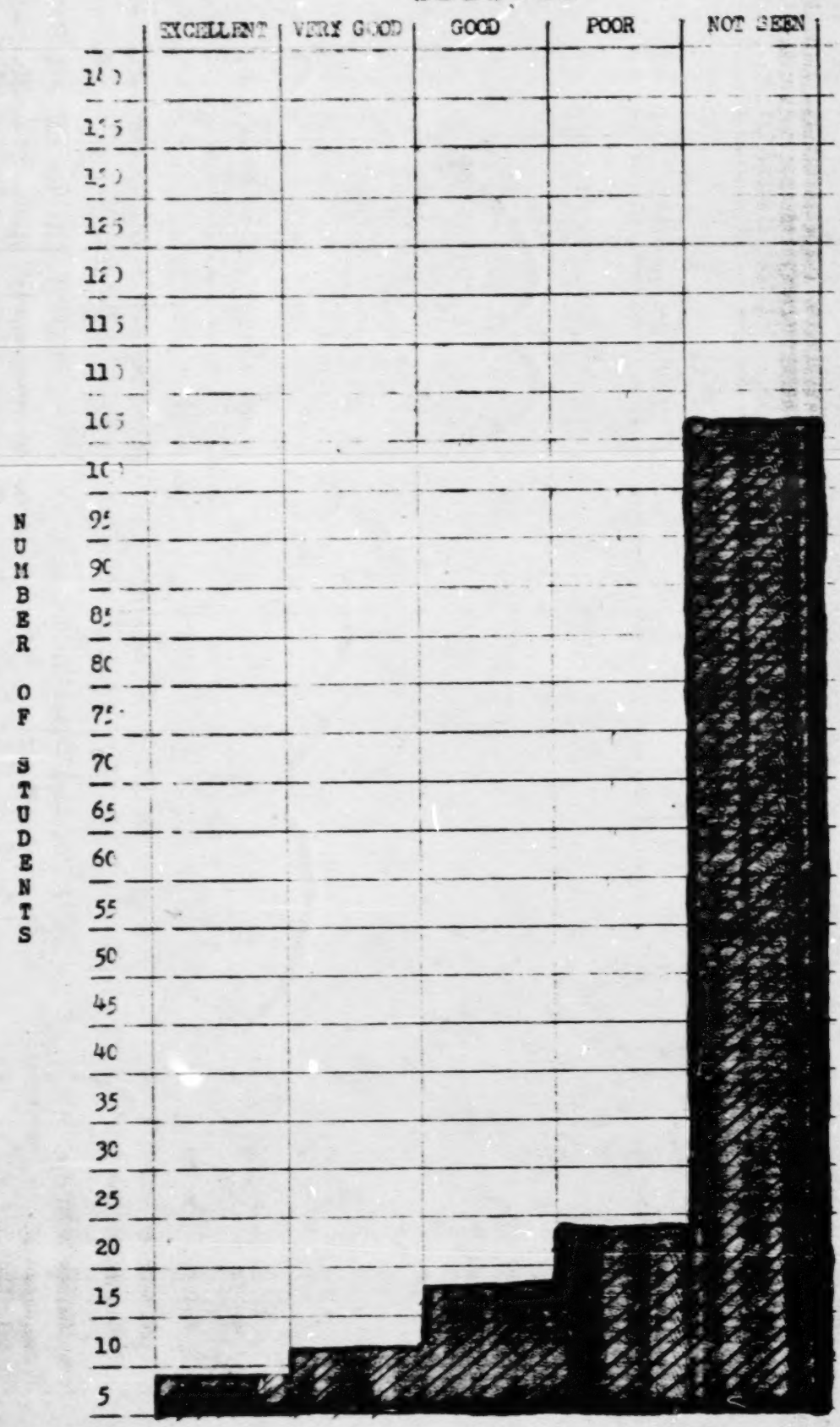


INSIDE - OUT PROGRAM; "GETTING EVEN"



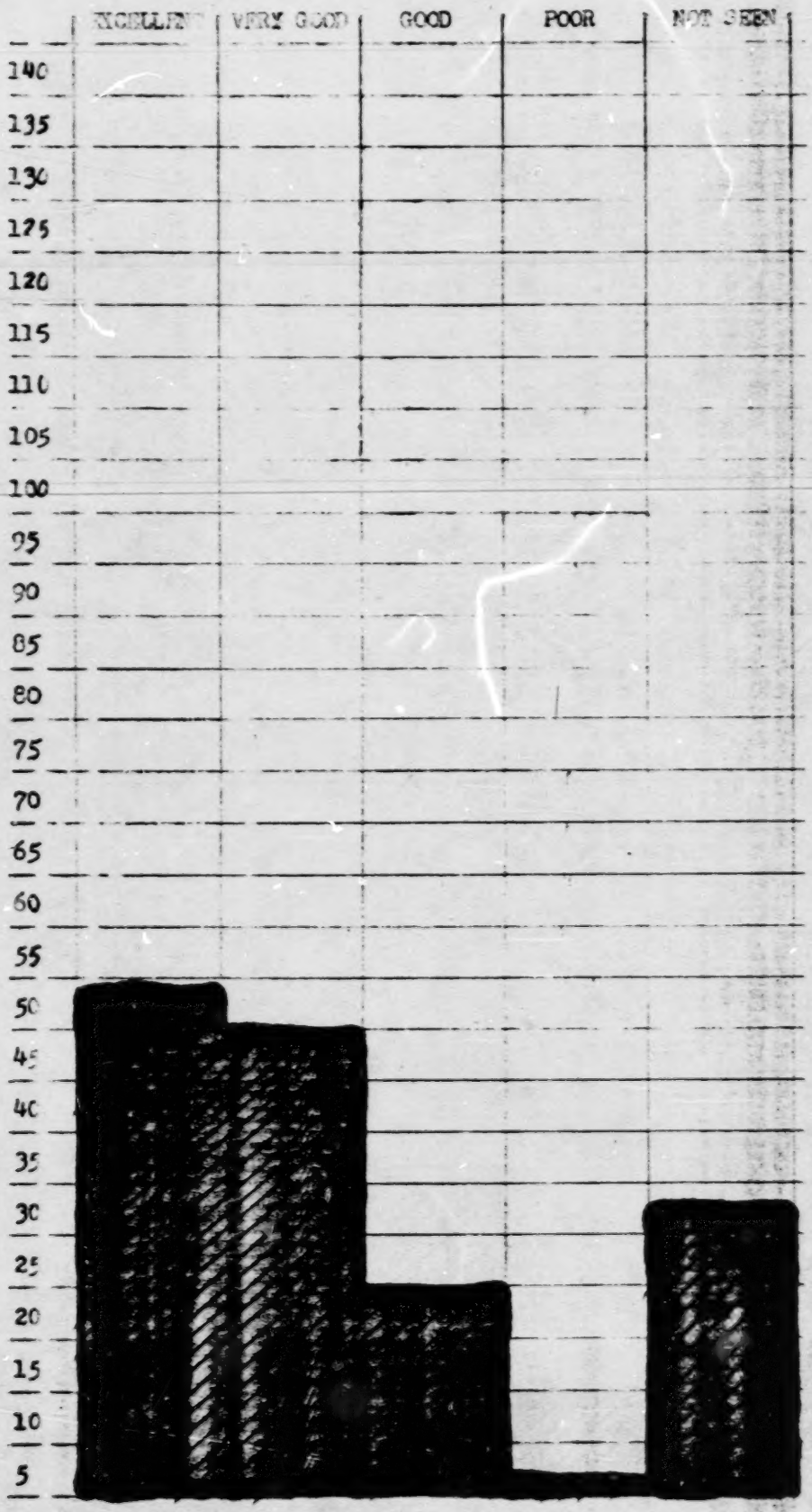
INSIDE - OUT PROGRAM; "A SENSE OF JOY"

STUDENT RATING



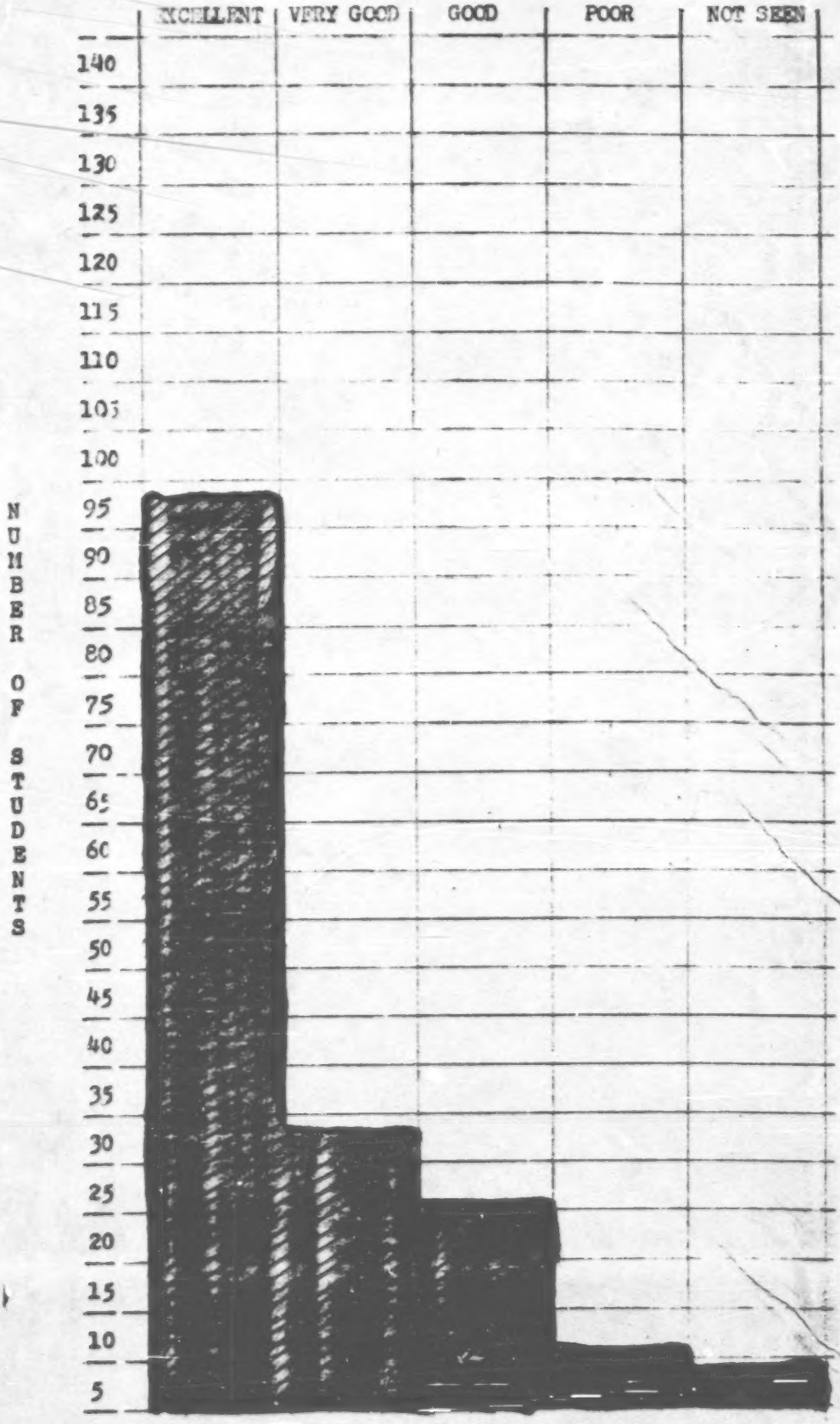
130. INSIDE - OUT PROGRAM: "YES, I CAN"

STUDENT RATING

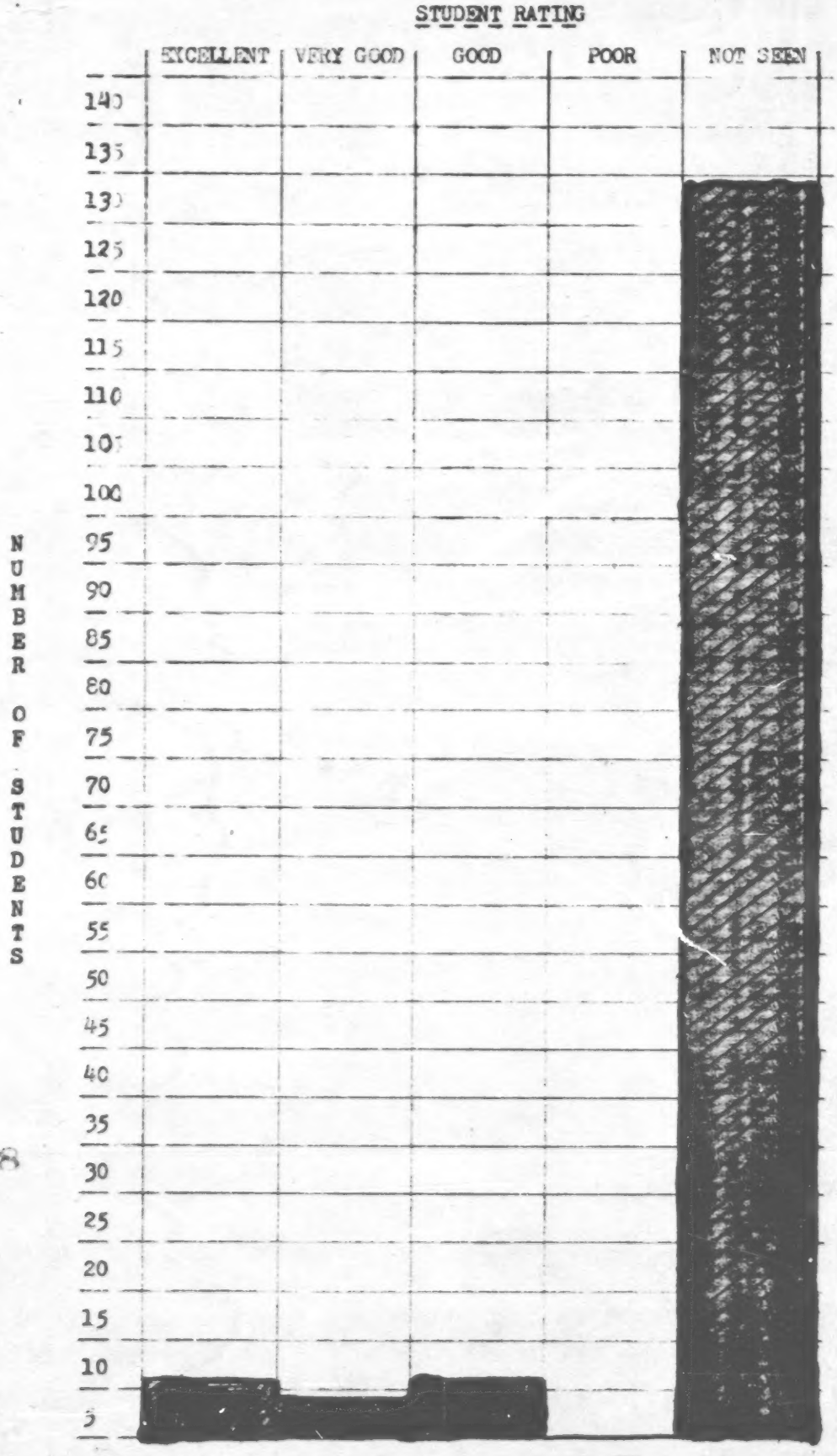


INCLUDE - [illegible] PROGRAM: "I DARE YOU"

STUDENT RATING



132. INSIDE - OUT PROGRAM: "IN MY MEMORY"



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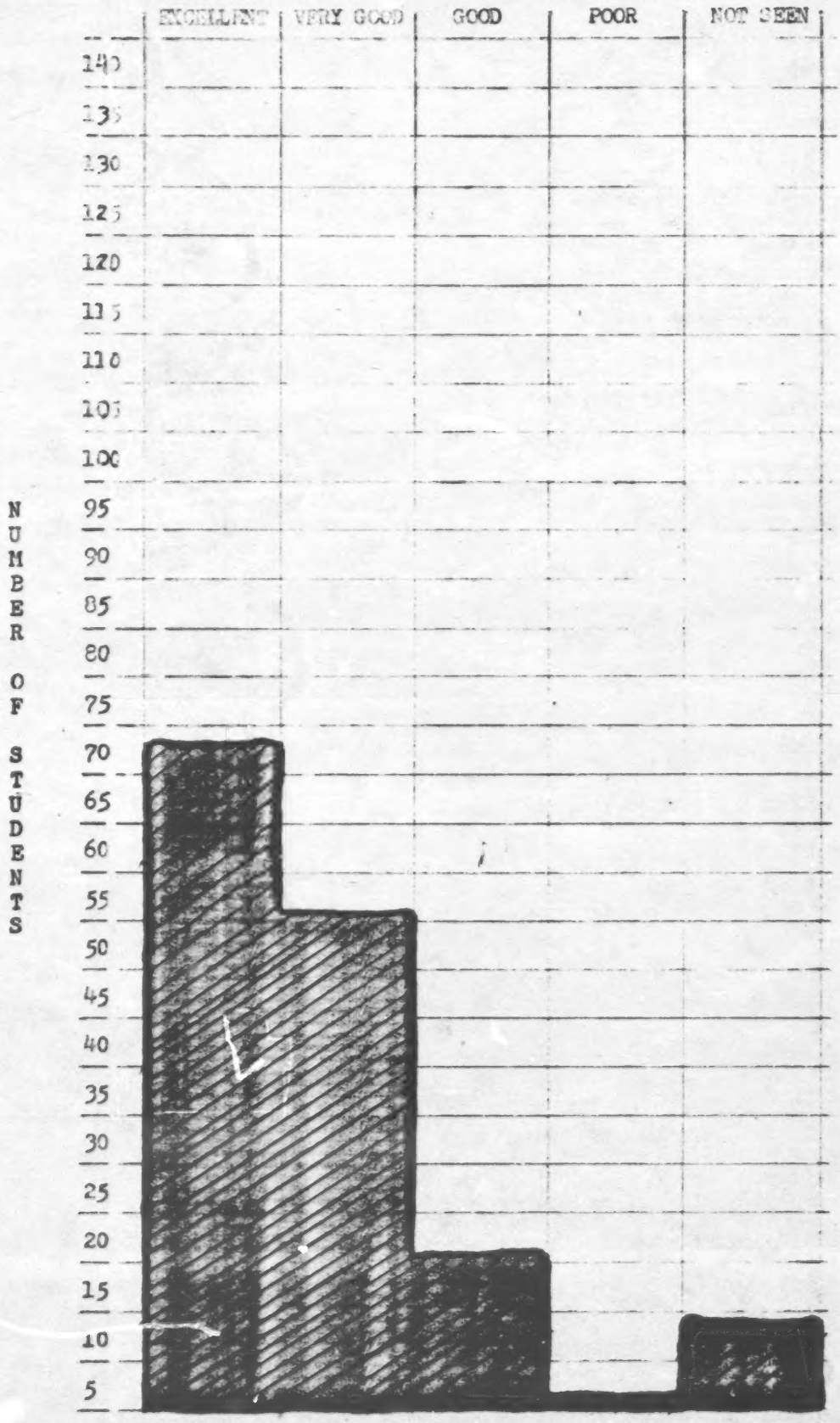
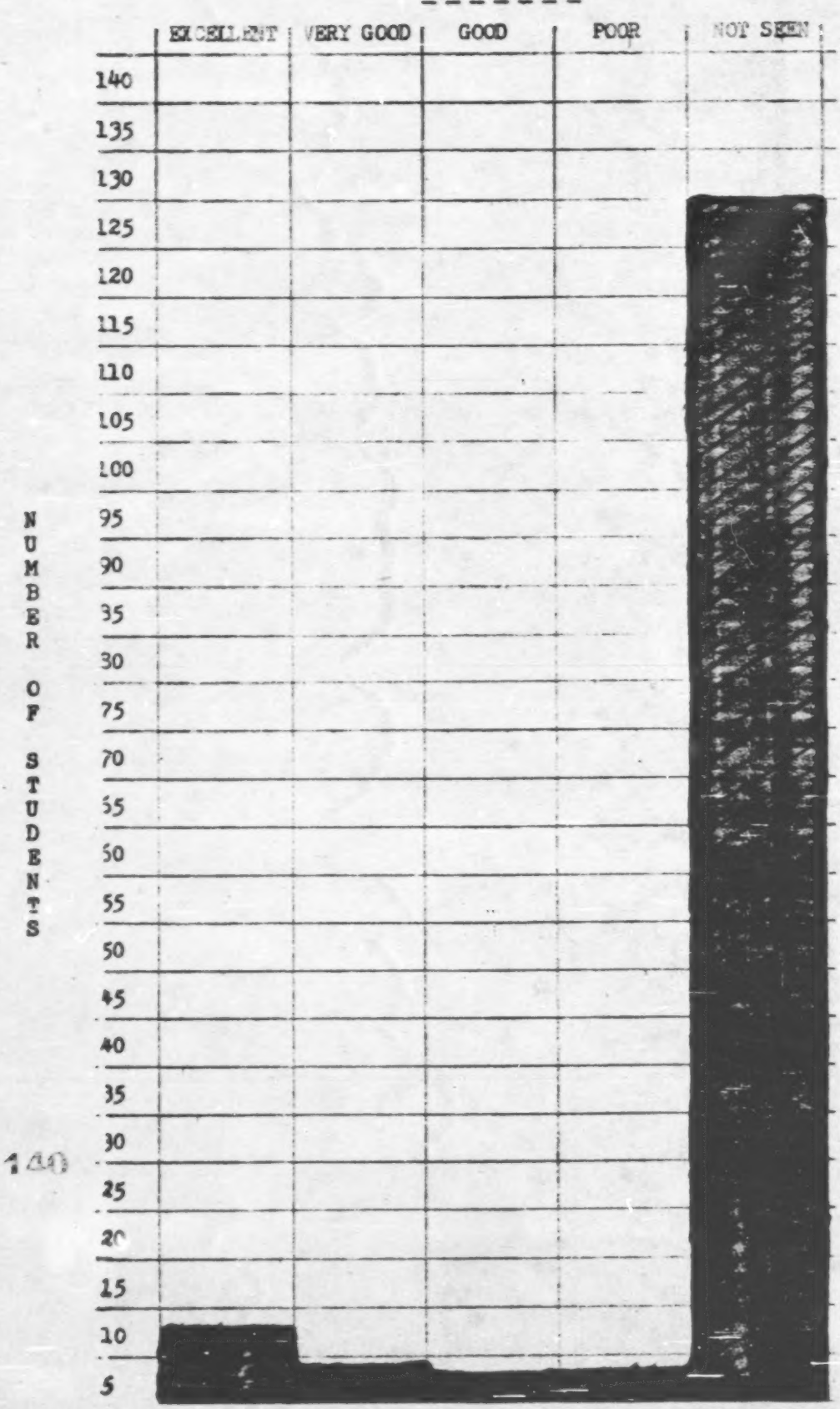
INSIDE - OUT PROGRAM: "JUST ONE PLACE"

STUDENT RATING



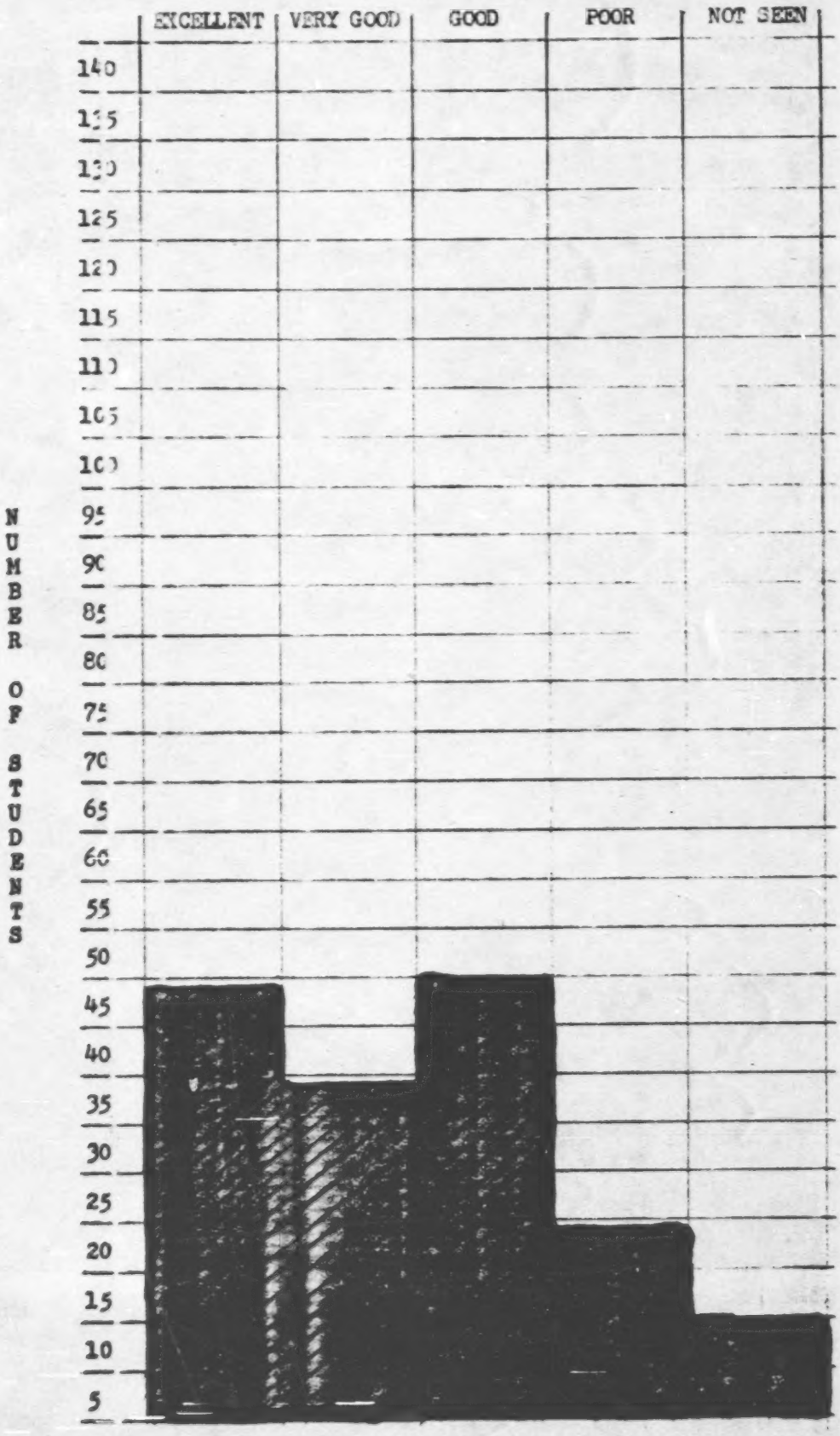
INSIDE - OUT PROGRAM: "YOU BELONG"

STUDENT RATING



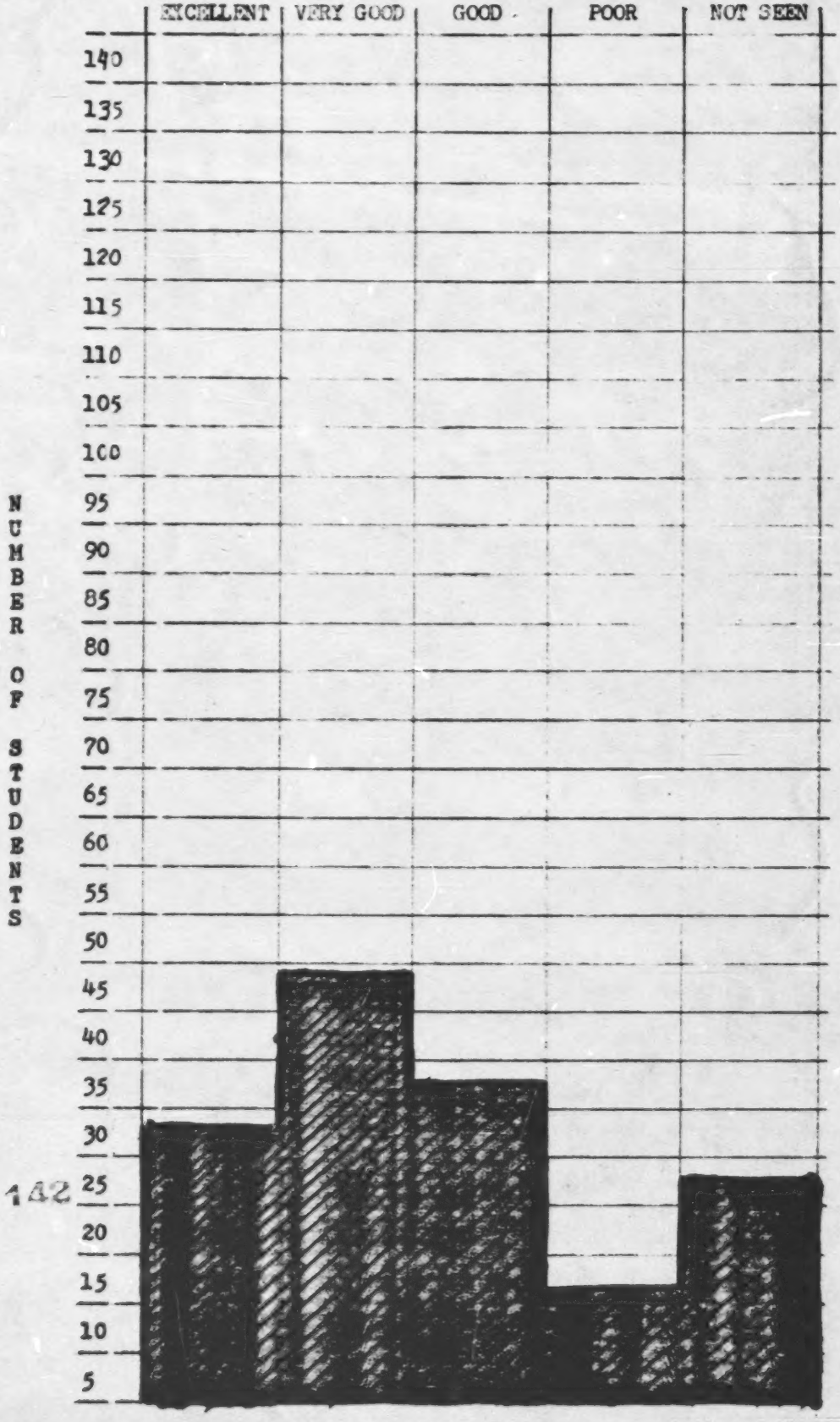
INSIDE - OUT PROGRAM: "DONNA" (Learning to be Yourself)

STUDENT RATING



136. INSIDE - OUT PROGRAM: "LOST IS A FEELING"

STUDENT RATING



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3. The grade eight guidance program also underwent complete change. Pretest self-image assessment was made. Six modules of the "Motivation for Career Success" were used. At this point, the program was evaluated and it was determined that the program would get better results in a high school program. Higher ability groups at the eighth grade level could make use of the program, but so much time would have been required for adaptation as a general instrument for eighth grade group guidance, that it was decided to redo the program from a different approach.

All eighth grade students took the Kuder E General Interest Survey. Using the results of this survey the students could choose one of three approaches to career exploration. (1) A student could use the Kuder results to make use of the "Widening Roles Occupation Kit" or (2) The student could choose to learn about planning for a career through using "The Career Games Laboratory" or (3) The student could investigate his interest further through interest surveys in the Technical, Academic, or exploratory areas and research occupations through the "Occupational Research Service". Guidelines were set up for the use of either of these three approaches and students were encouraged to become involved in two of these programs. Many worked in all three. In addition many booklets, pamphlets, and folders along with Occupational Handbooks and taped recordings of interviews with people in various occupations were used.

The total program was set up on an individualized framework with the intention intermixing this with group discussion sessions. These proved to be less effective than projected. Based on this observation it is hoped that the groundwork done with the seventh graders this year will lead to more productive discussions as eighth graders. Another factor limiting discussion was the class size. Even with both the counselor and the teacher involved it was difficult to arrange groups for the type of involvement felt necessary.

All eighth grade students were administered the Self Image Posttest. The survey was designed to be used with the "Motivation for Career Success" program. This factor can at least provide some reason for not showing greater gains in some of the areas. The survey does give a picture of eighth graders as they see themselves at this crucial stage in their development.

Table 6 shows the extent of eighth grade involvement in this program.

TABLE 6

Eighth Grade Guidance Program	N = 133
Number of occupations researched through the widening Roles Occupation Kit - total grade.	997
Average number of occupations per student	8
Number of occupations researched through the occupational Research Service	236
Average number of occupations per student	2
Number of occupations arrived at through the Career Games Laboratory	192
Average number of occupations per student	2
Percentage of students completing the Kuder E Interest Survey	92%
Percentage of students completing Interest Surveys as part of the Occupational Research Service	66%

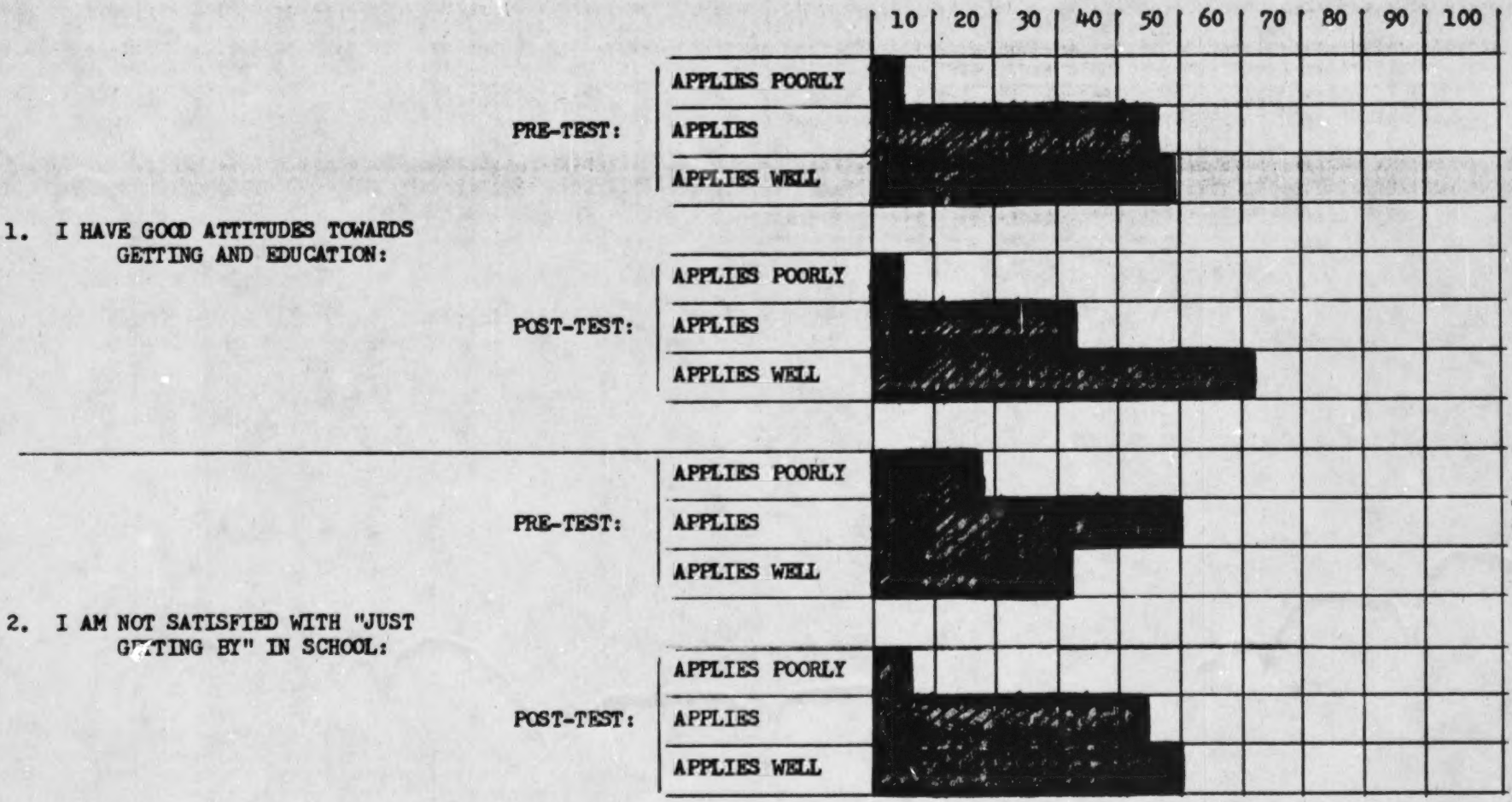
The following pages show in graph form the pretest and posttest results of the Self-Image Inventory.

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

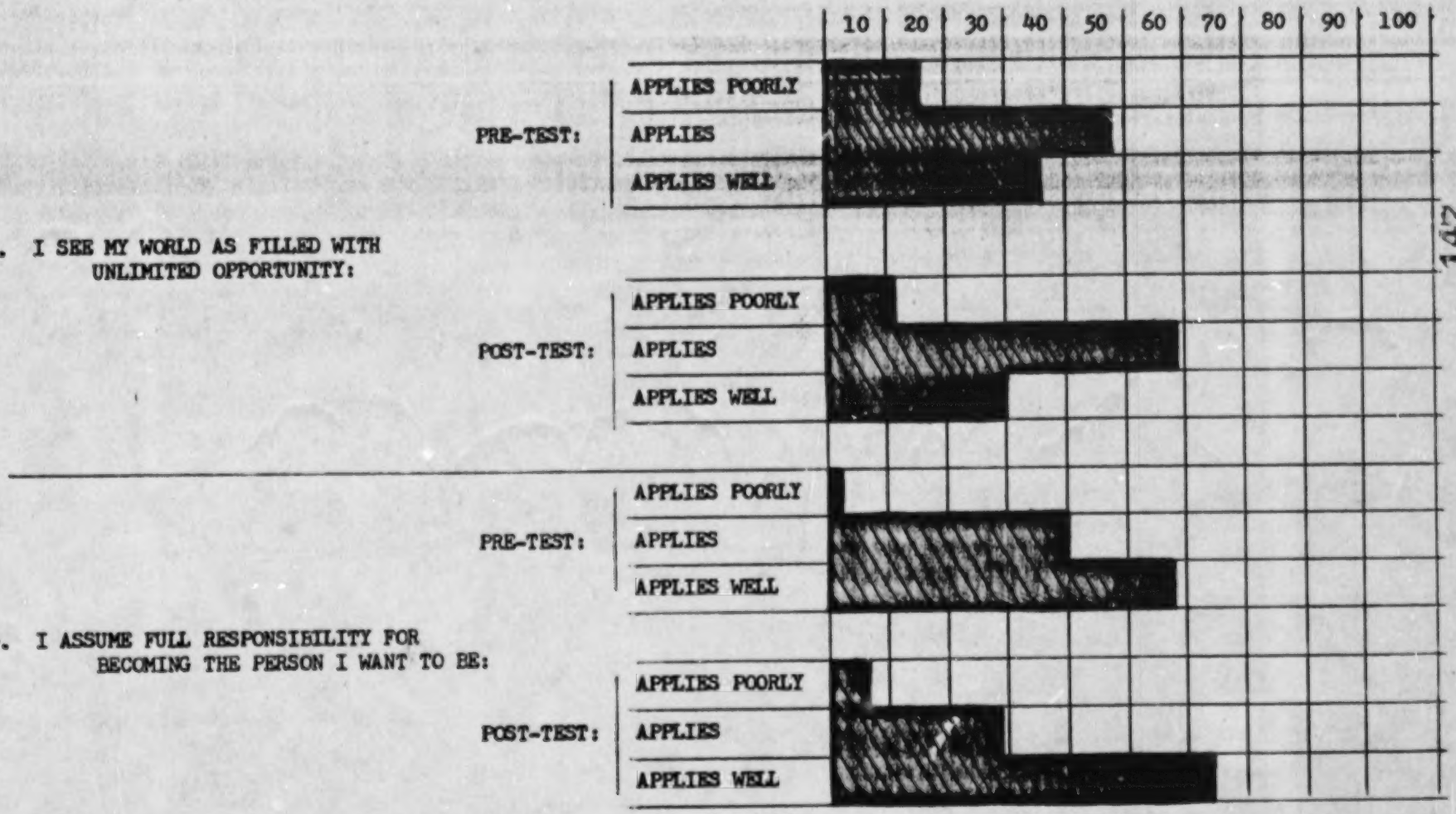


SELF - IMAGE INVENTORY

GRADE 8 = 193 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

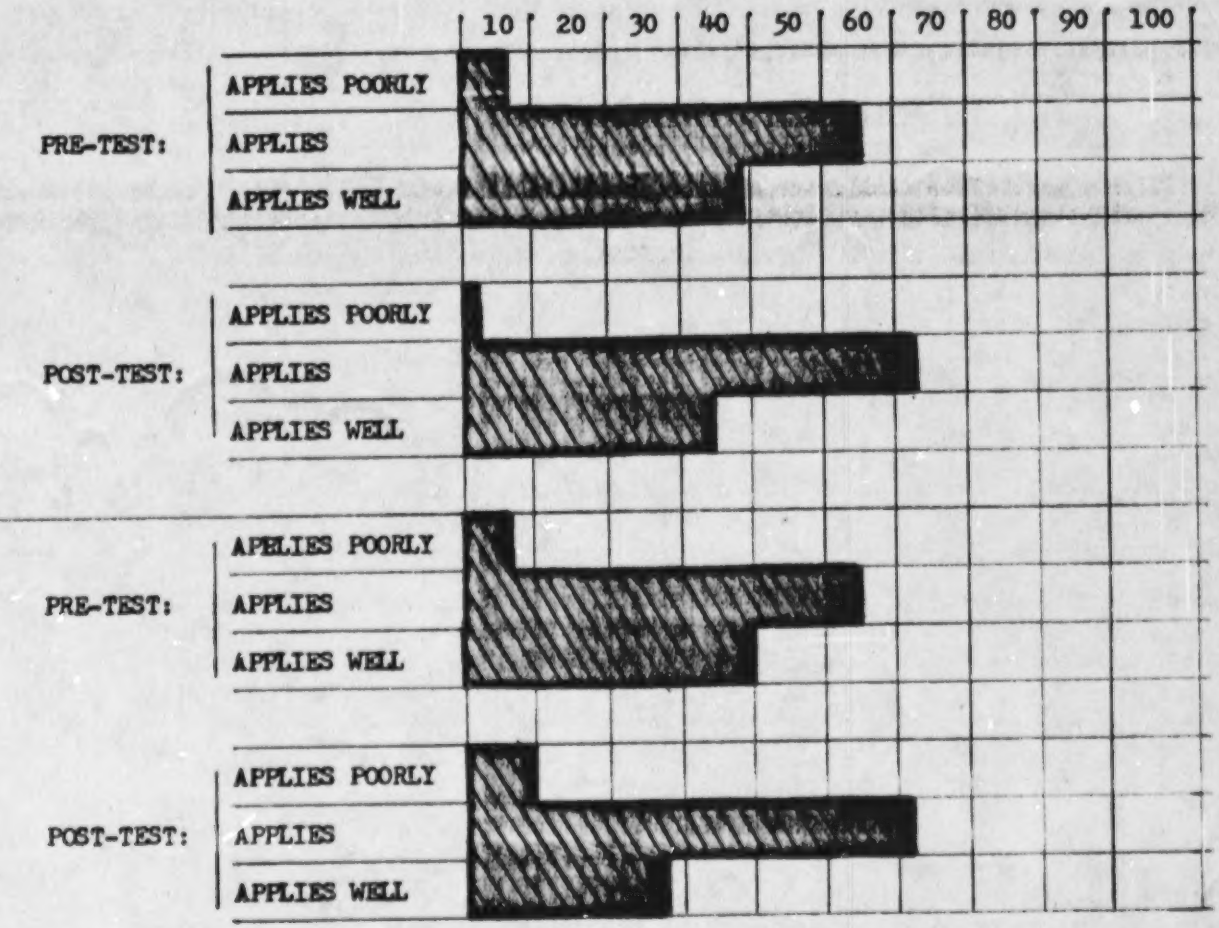


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



5. I AM CLEARLY AWARE OF THE VALUES BY WHICH I WILL LIVE:

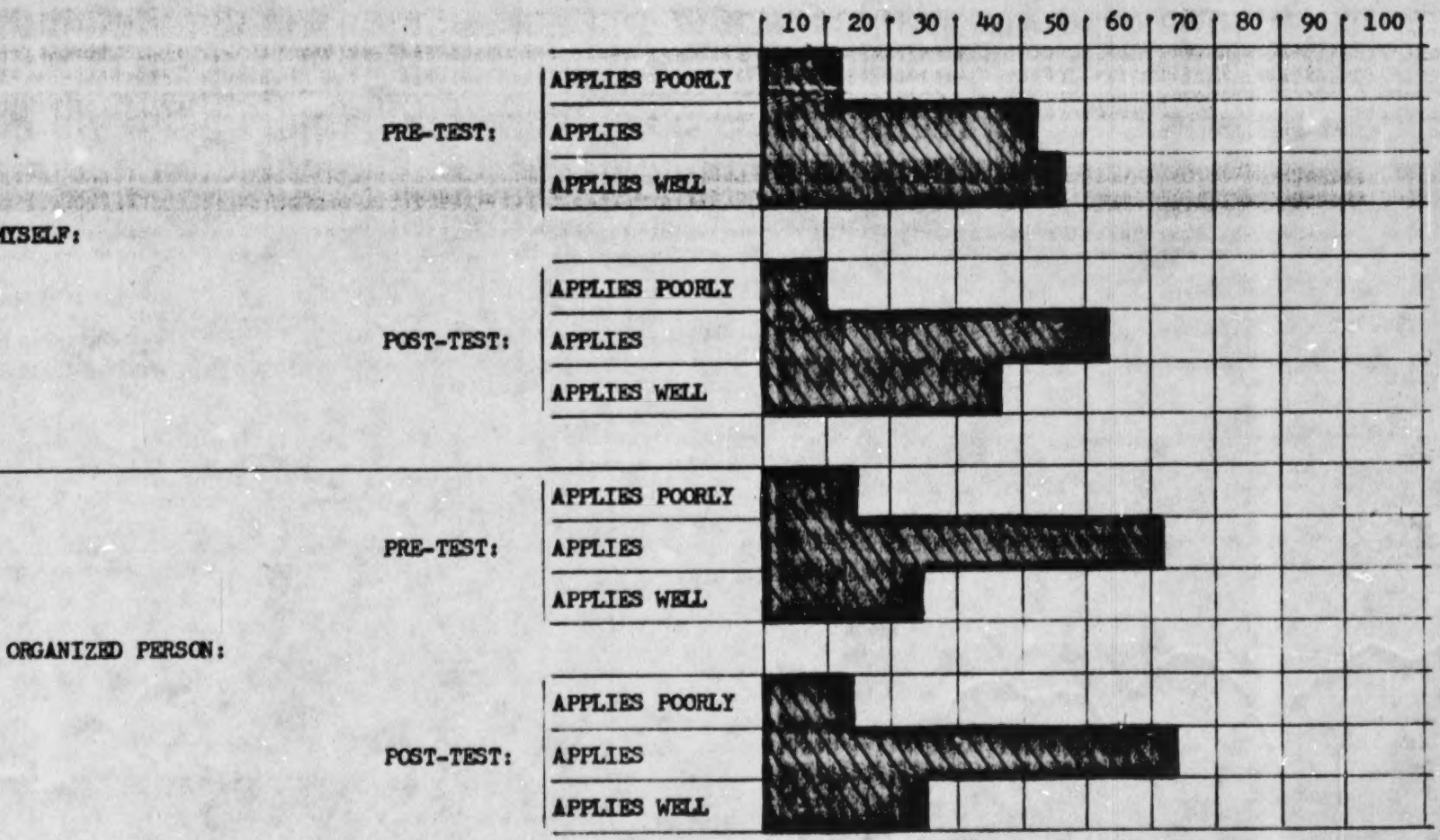
6. I AM A PERSON WHO SETS GOALS AND REACHES THEM;

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



7. I LIKE MYSELF:

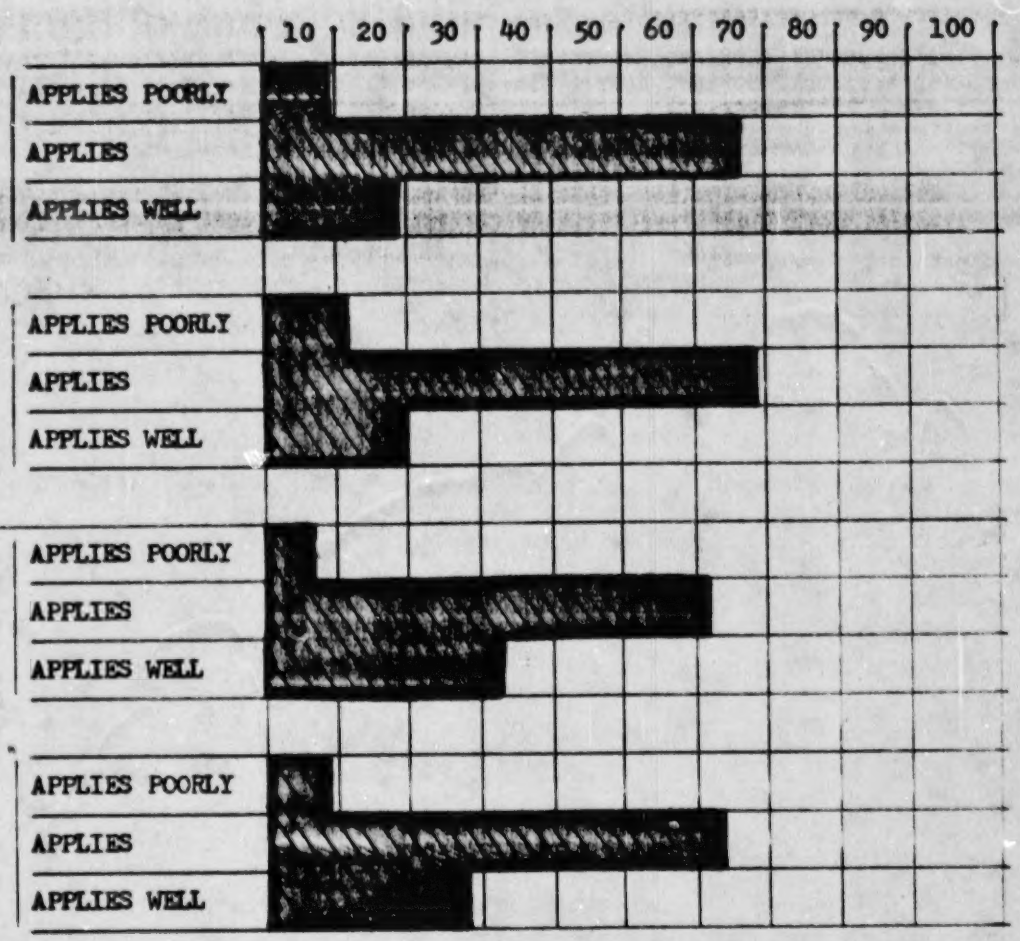
8. I AM AN ORGANIZED PERSON:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



9. I AM A MATURE AND WISE DECISION MAKER:

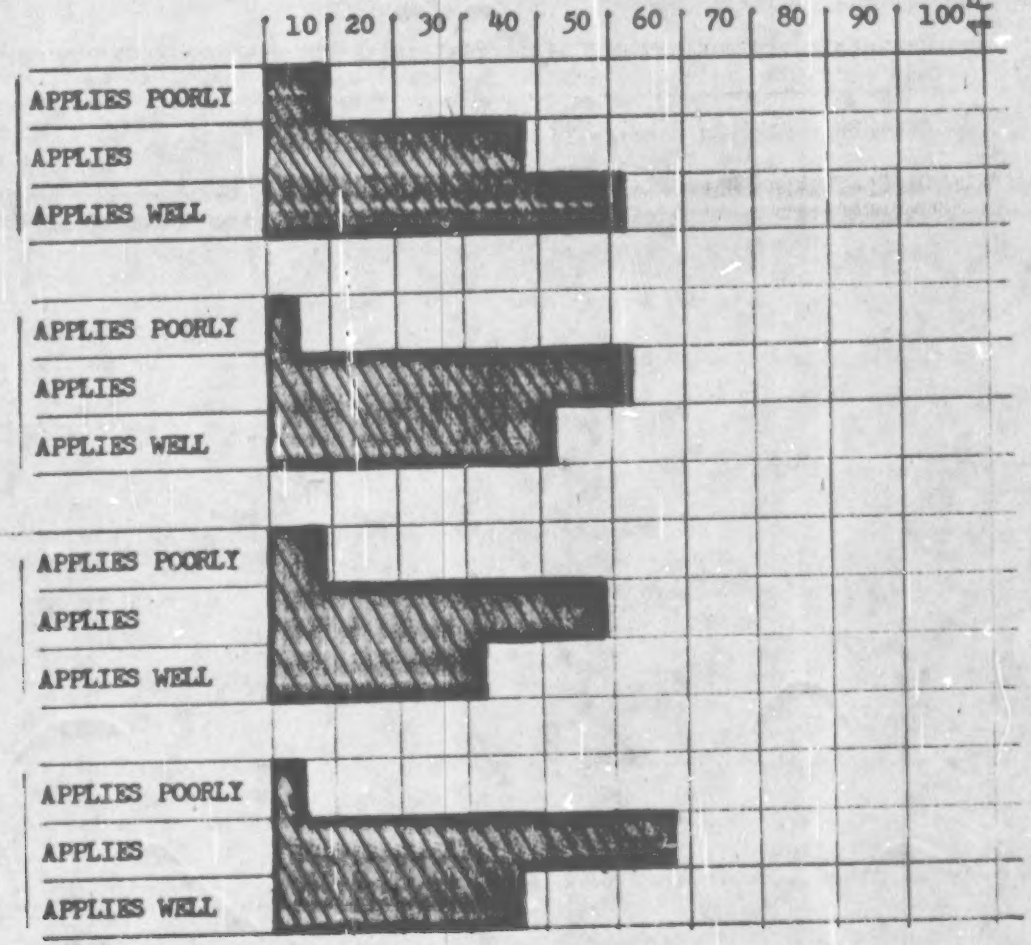
10. I HAVE A STRONG CURIOSITY AND THIRST FOR KNOWLEDGE:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



11. I HAVE THE ABILITY TO LEARN ANYTHING I NEED TO KNOW:

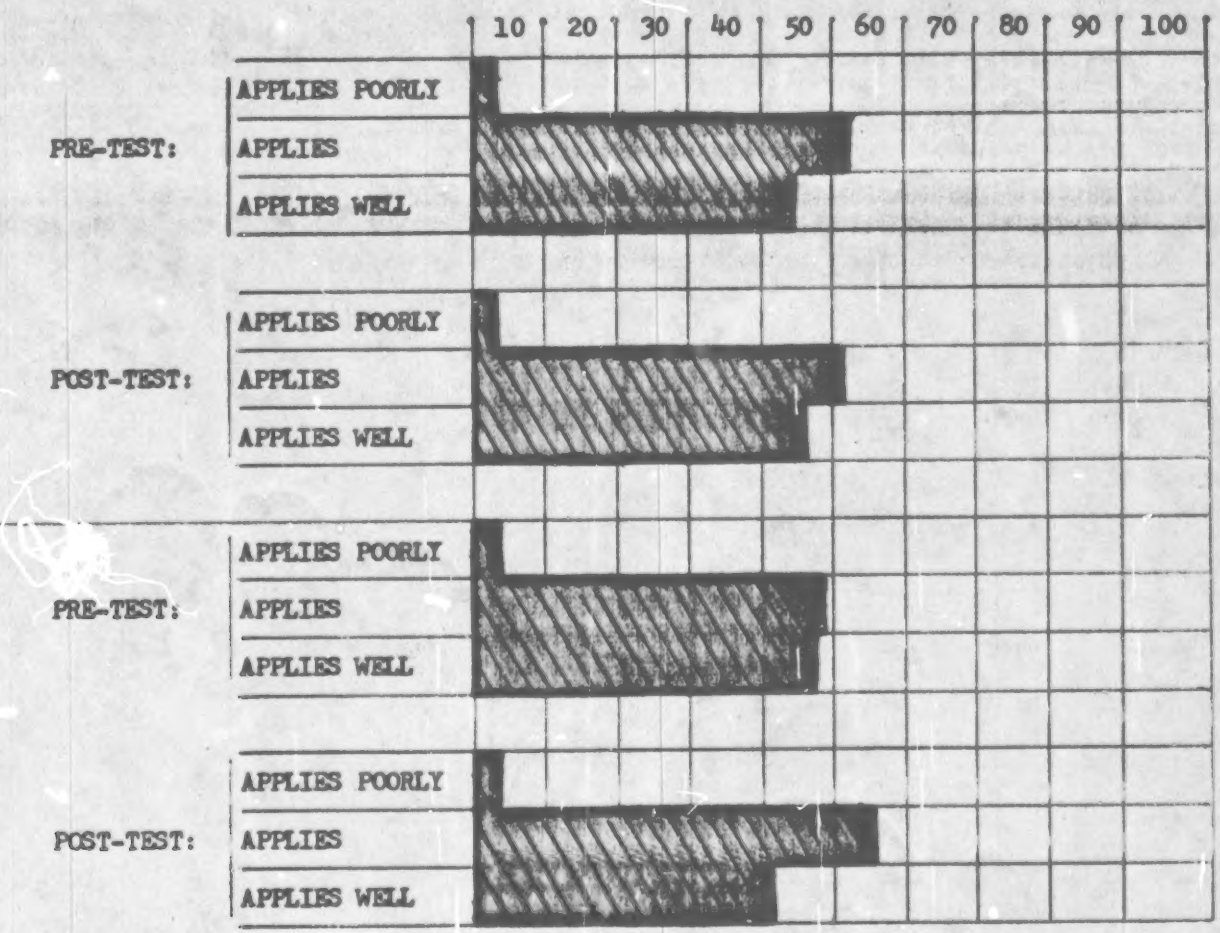
12. I MAKE AN EFFORT TO UNDERSTAND IDEAS I DO NOT AGREE WITH:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



13. I RELATE WELL TO OTHER PEOPLE:

14. MOST PEOPLE WHO KNOW ME LIKE ME:

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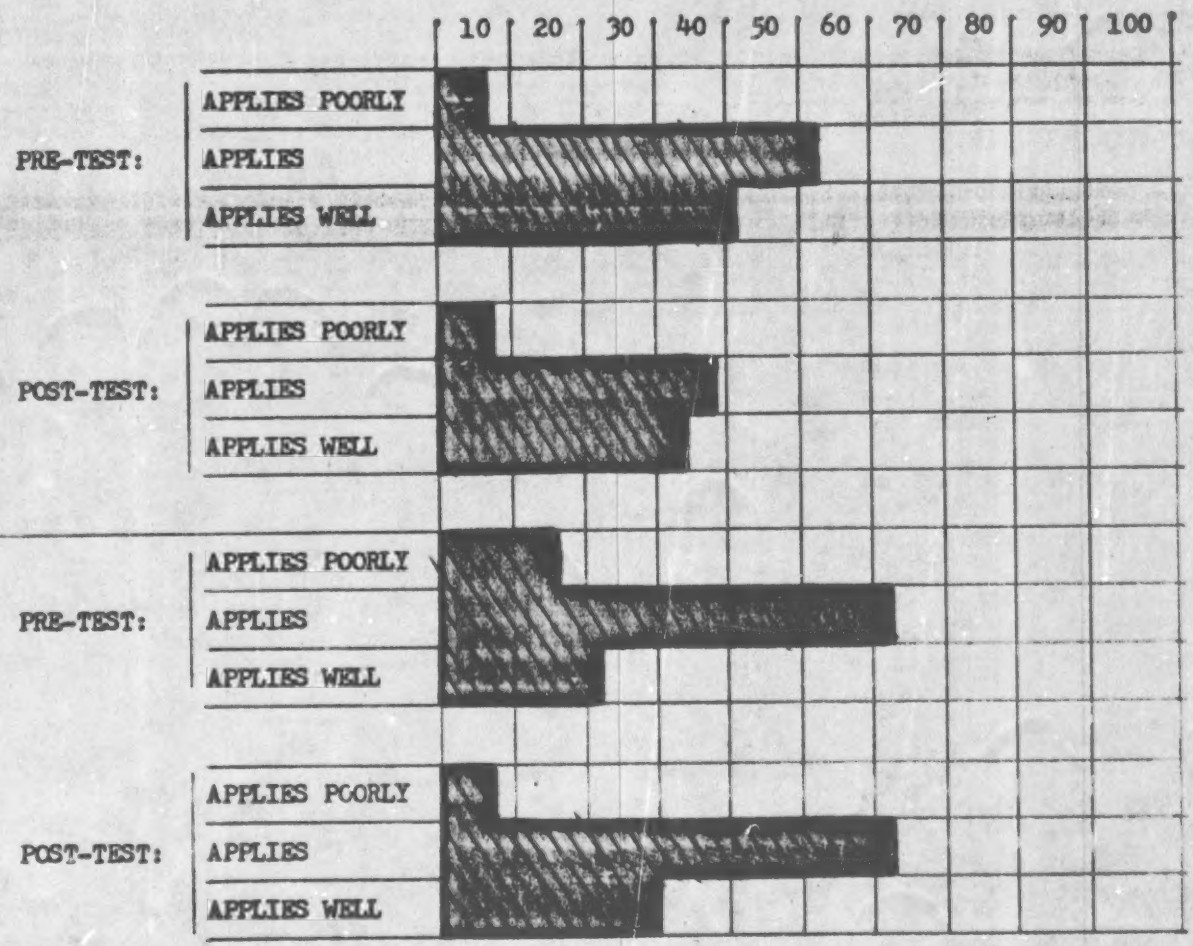
SELF - IMAGE INVENTORY

GRADE 8 - 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

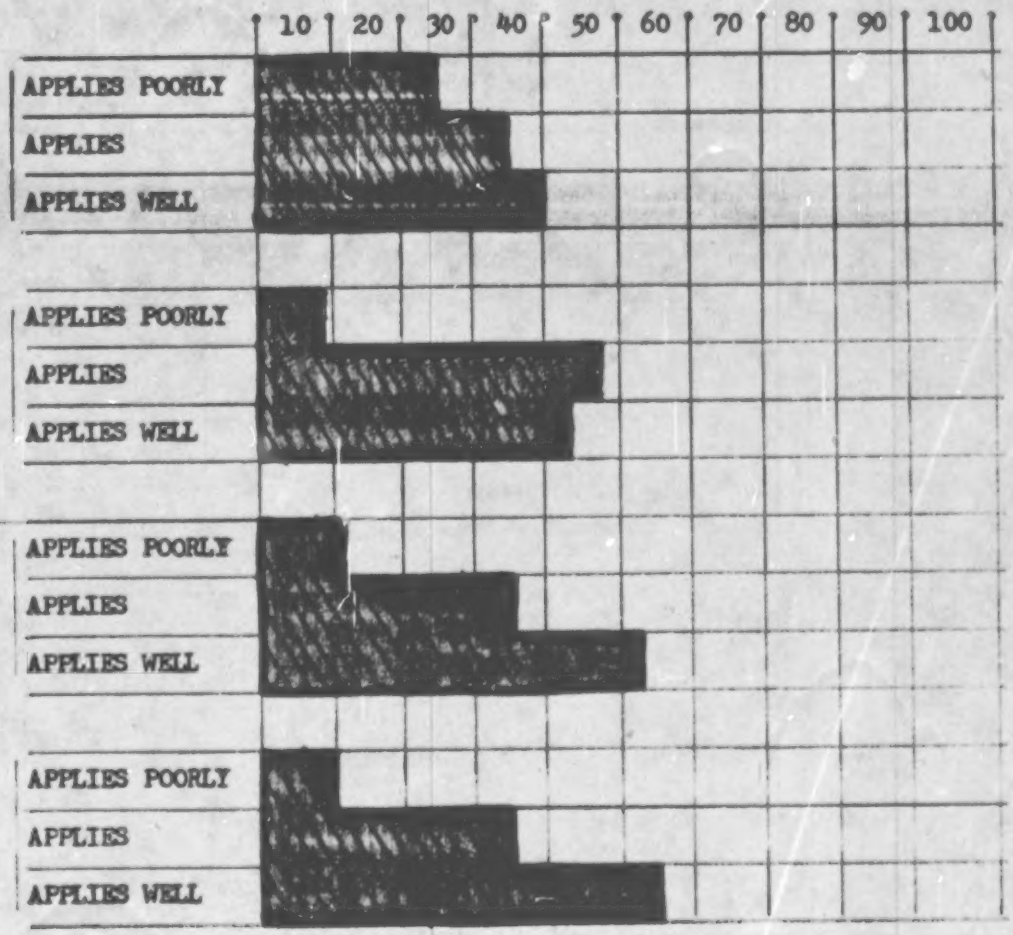


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



17. I UNDERSTAND MY PARENTS:

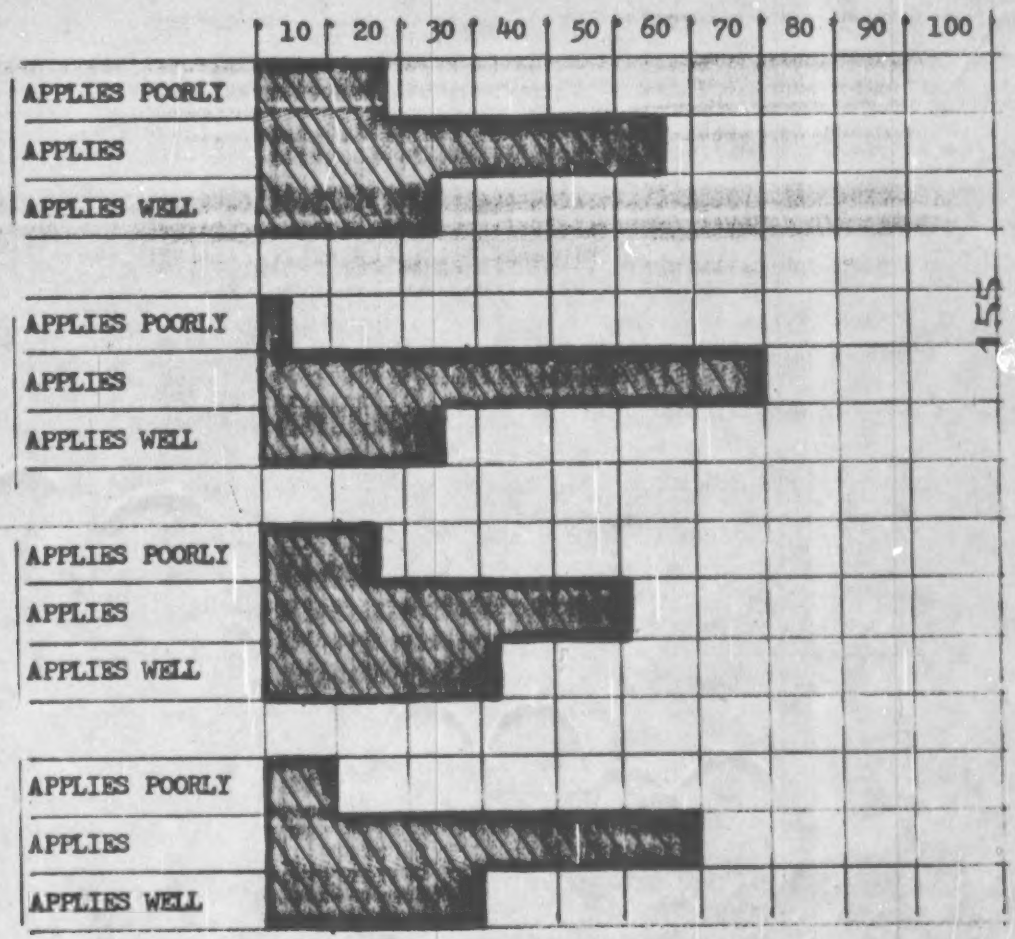
18. I ACCEPT MY PARENTS AS THEY ARE:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

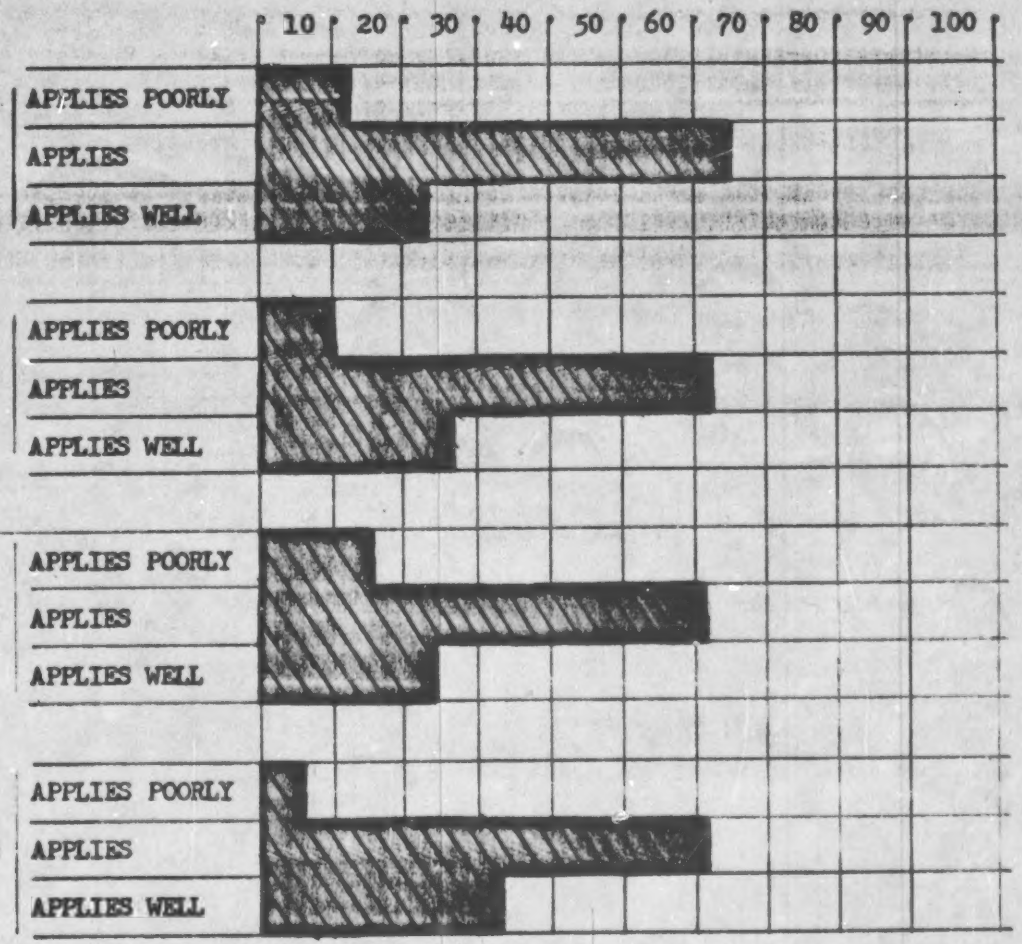


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

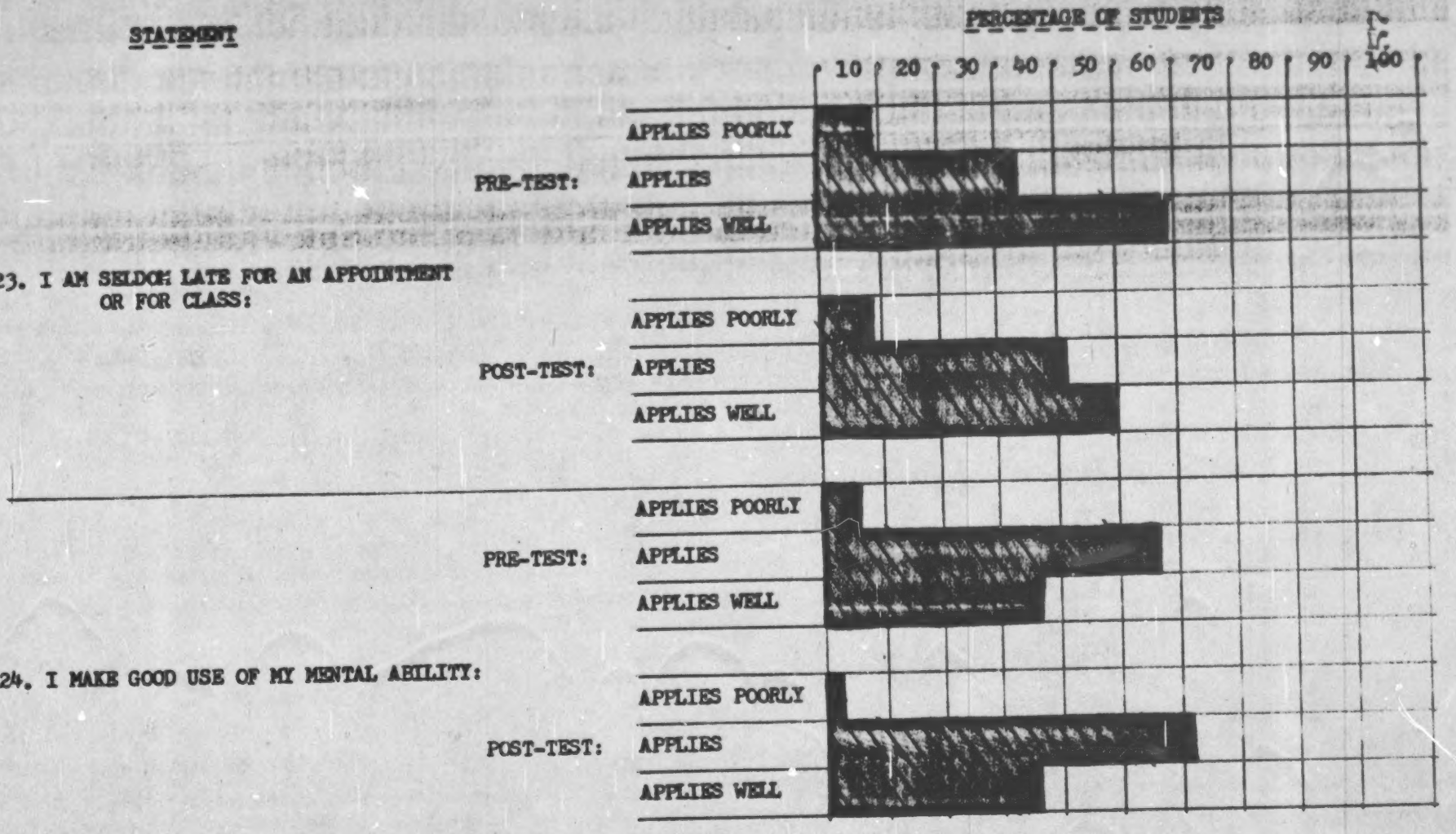
PERCENTAGE OF STUDENTS



SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

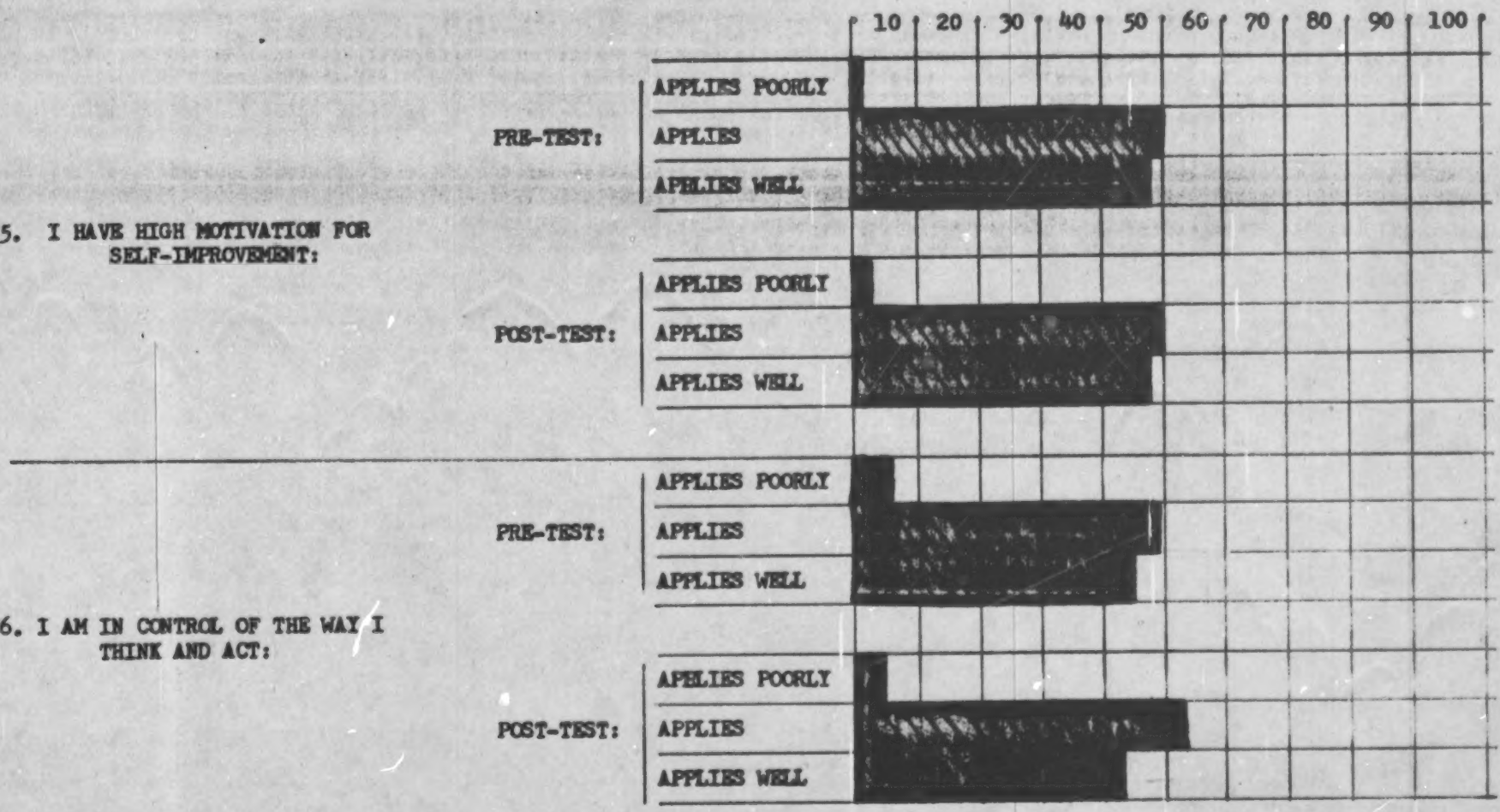


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



25. I HAVE HIGH MOTIVATION FOR SELF-IMPROVEMENT:

26. I AM IN CONTROL OF THE WAY I THINK AND ACT:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

10 20 30 40 50 60 70 80 90 100

27. I HAVE THE ABILITY TO IMPROVE MY GRADES:

PRE-TEST: APPLIES POORLY
APPLIES
APPLIES WELL

POST-TEST: APPLIES POORLY
APPLIES
APPLIES WELL

28. I WANT TO IMPROVE MY GRADES:

PRE-TEST: APPLIES POORLY
APPLIES
APPLIES WELL

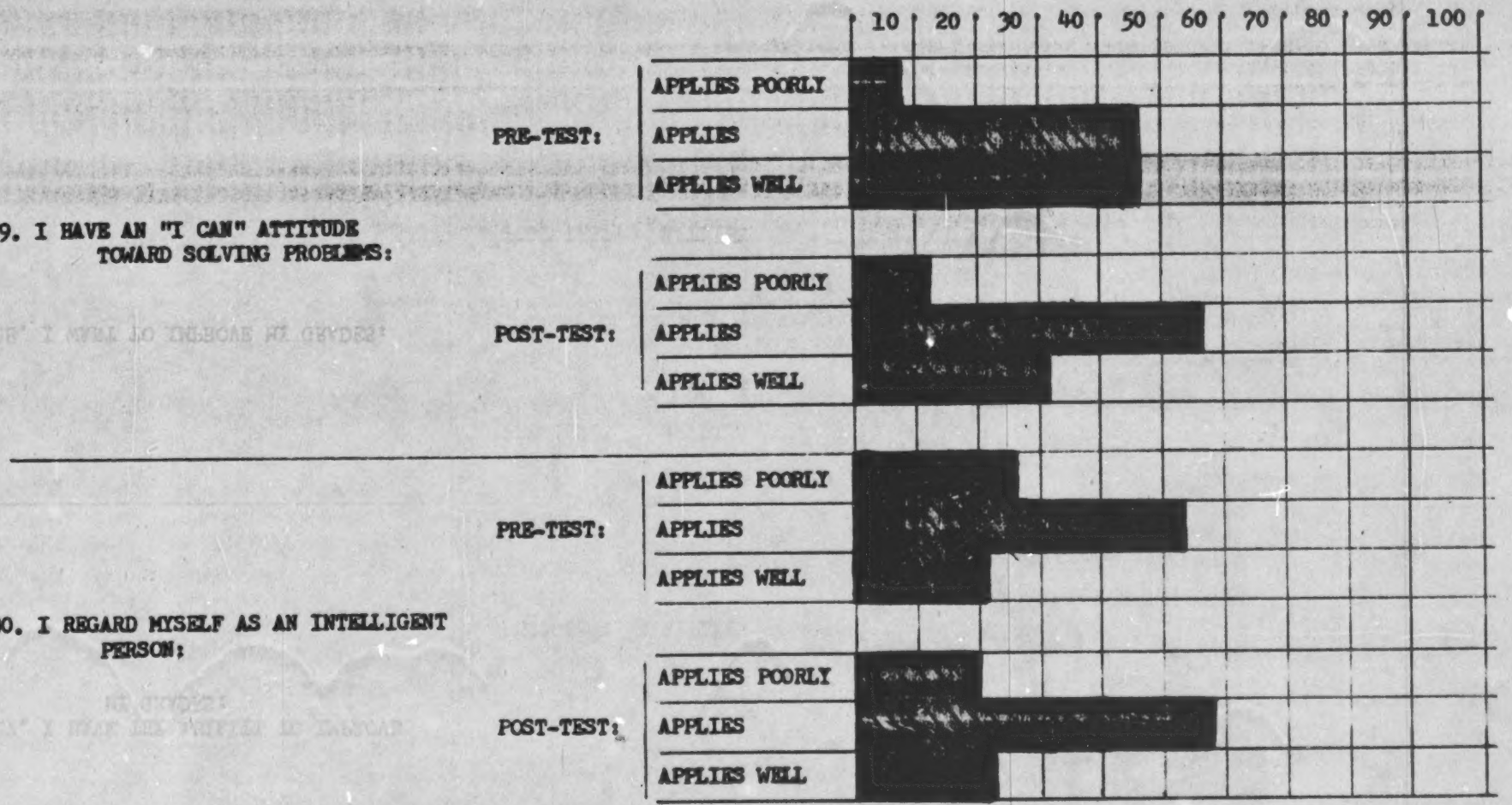
POST-TEST: APPLIES POORLY
APPLIES
APPLIES WELL

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



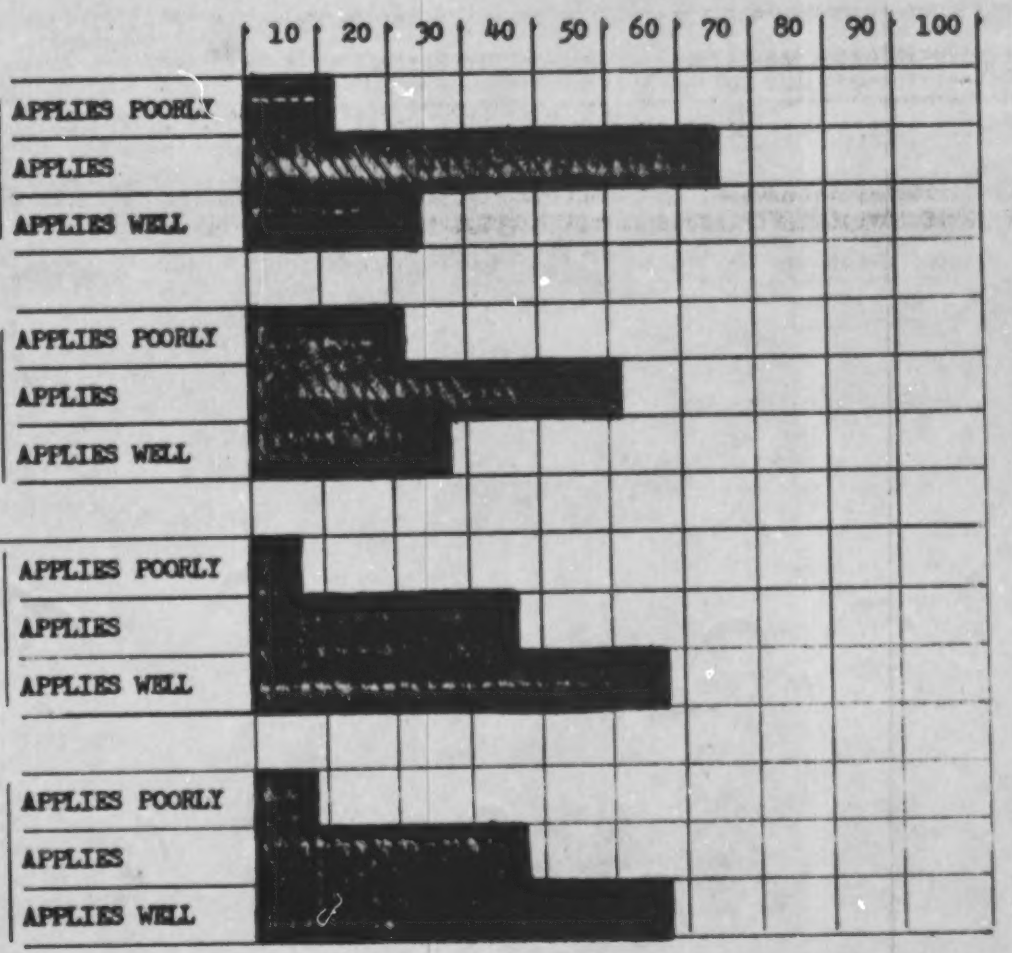
160

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



31. I DO NOT WASTE MUCH TIME:

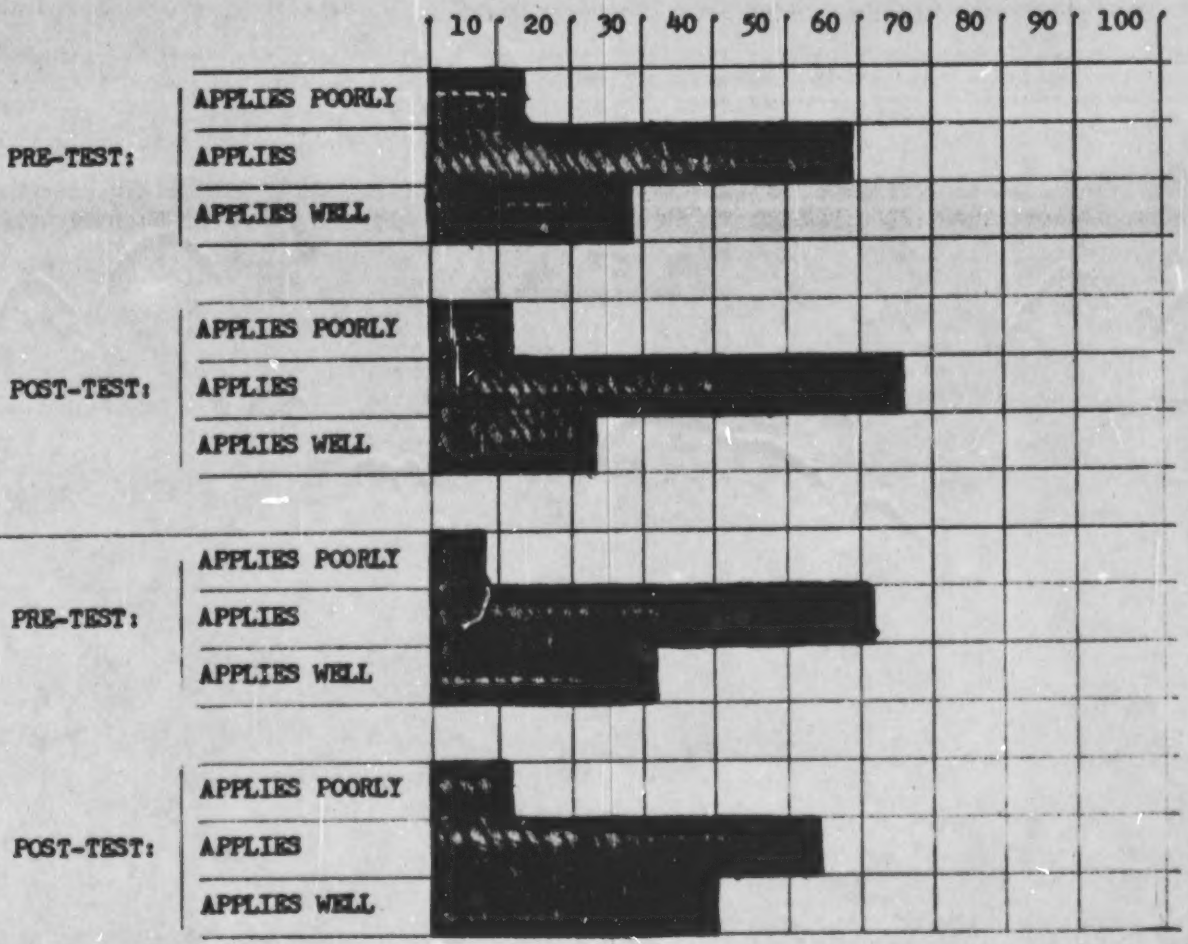
32. I AM NOT AFRAID TO TAKE SOME RISKS:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



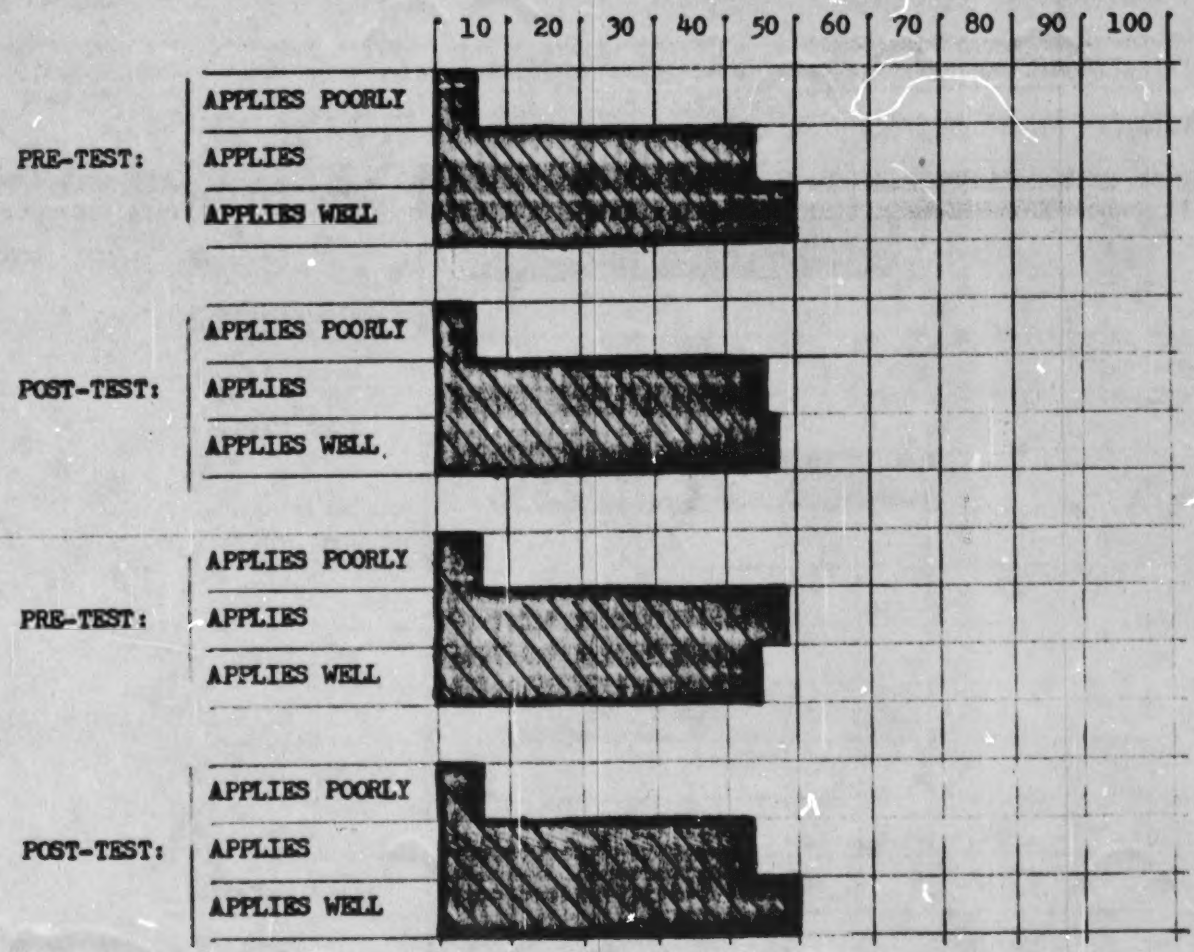
SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

35. I THINK FOR MYSELF:

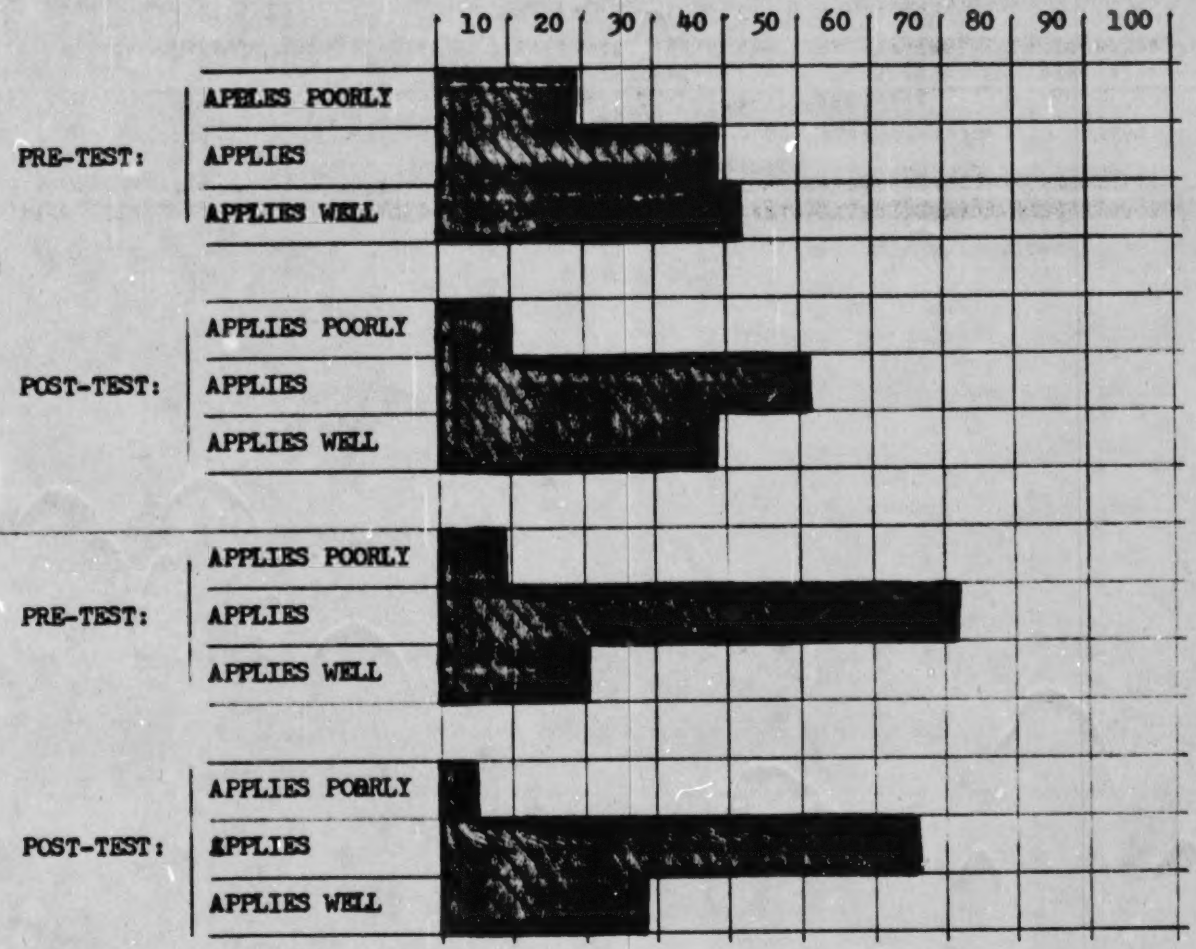


36. I AM FREE TO MAKE MY OWN CHOICES:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

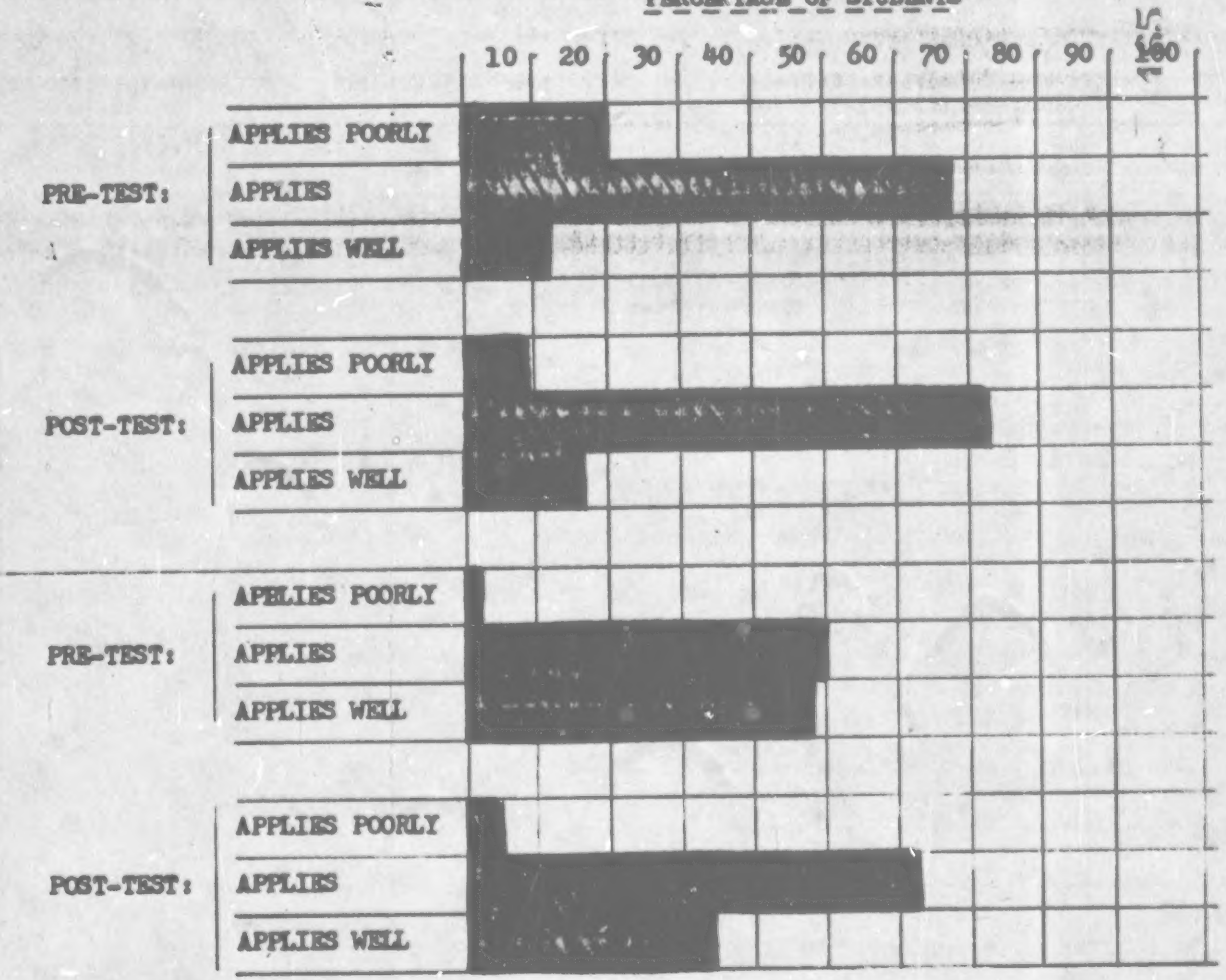
STATEMENT



SELF - IMAGE-INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT



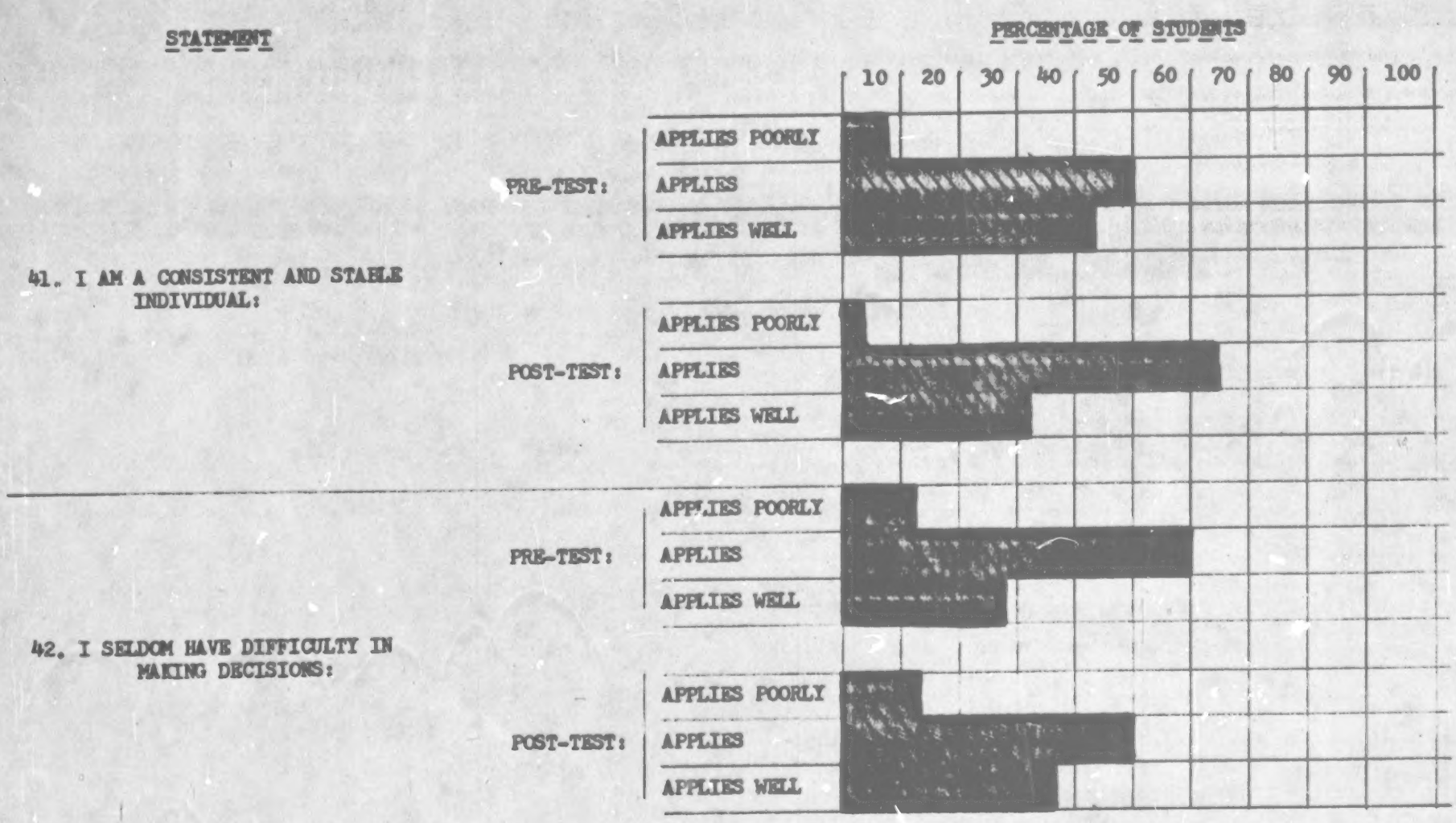
39. I AM THE KIND OF PERSON OTHERS LIKE TO FOLLOW:

40. I AM SINCERE IN MY DEALINGS WITH OTHERS:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

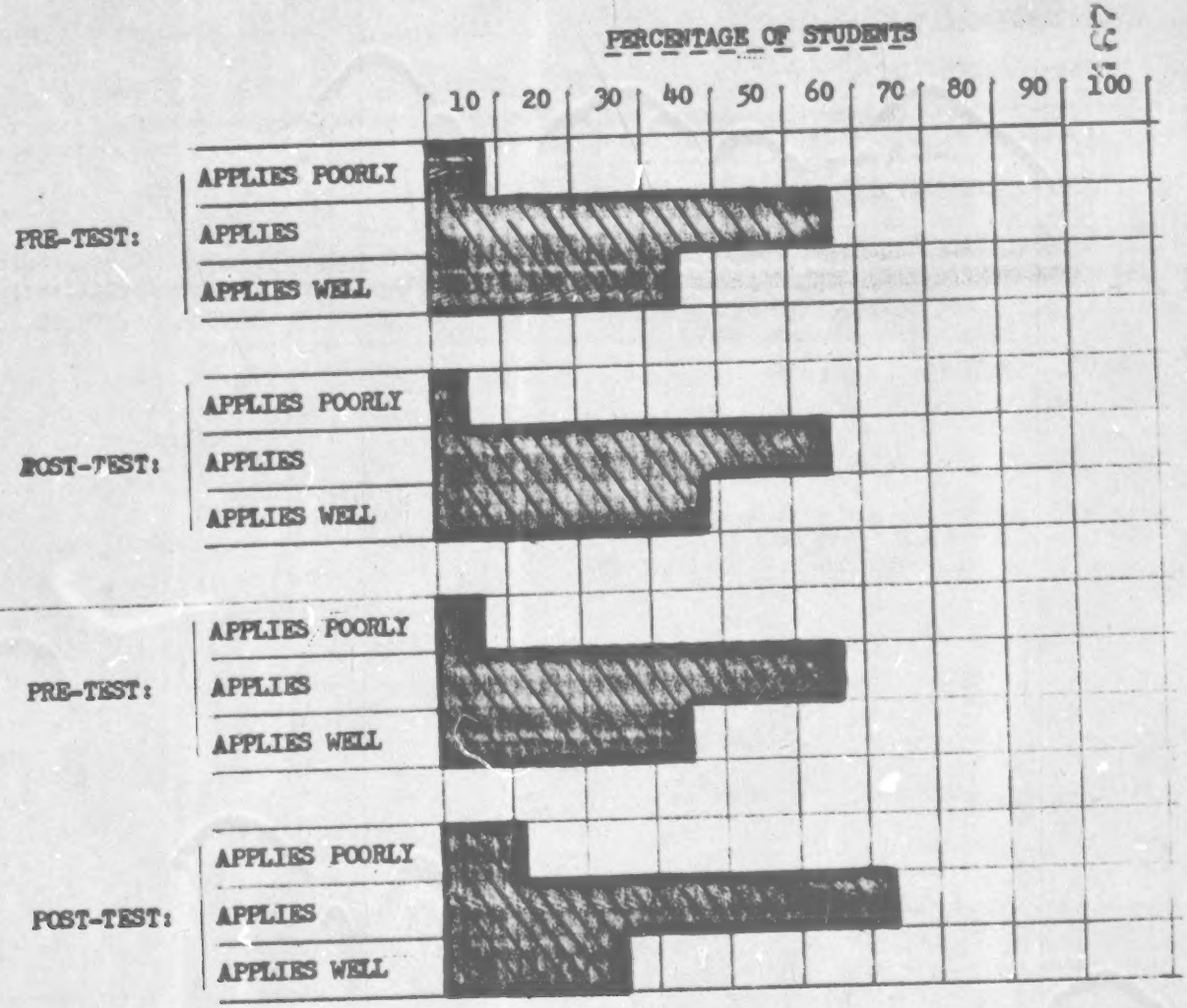
STATEMENT



SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

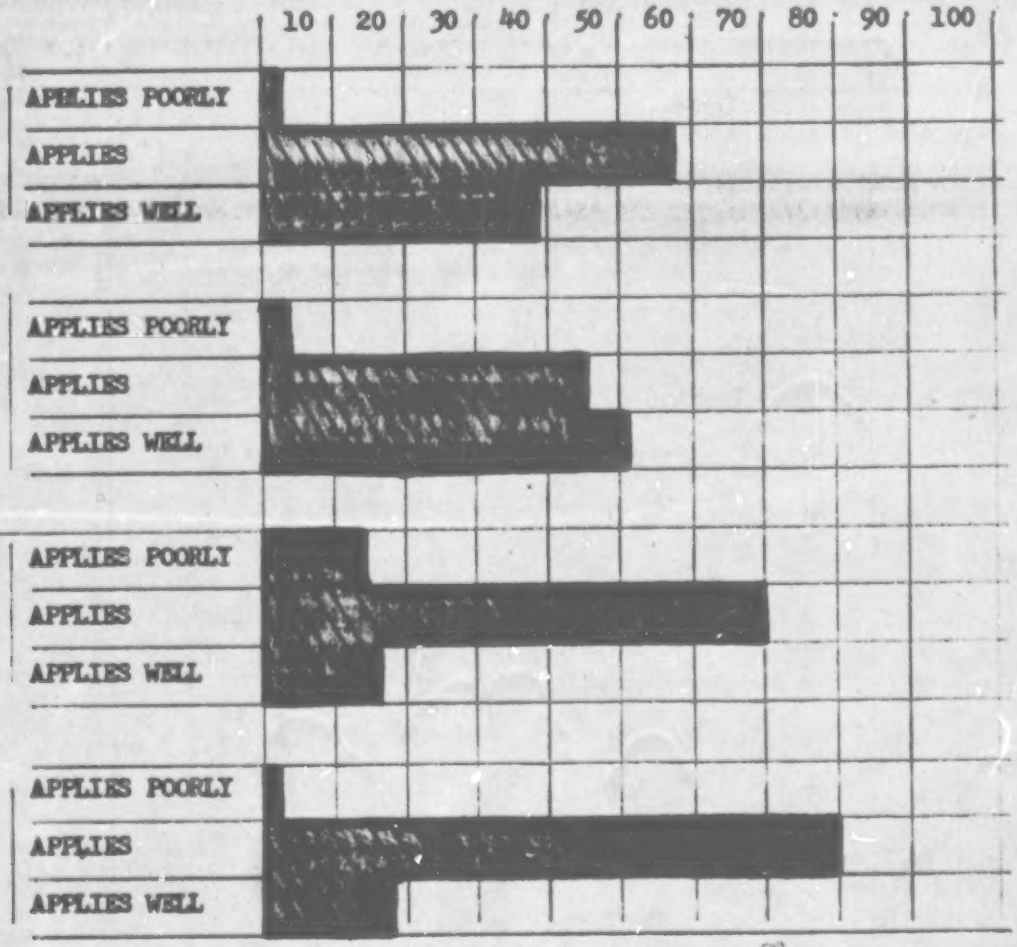


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

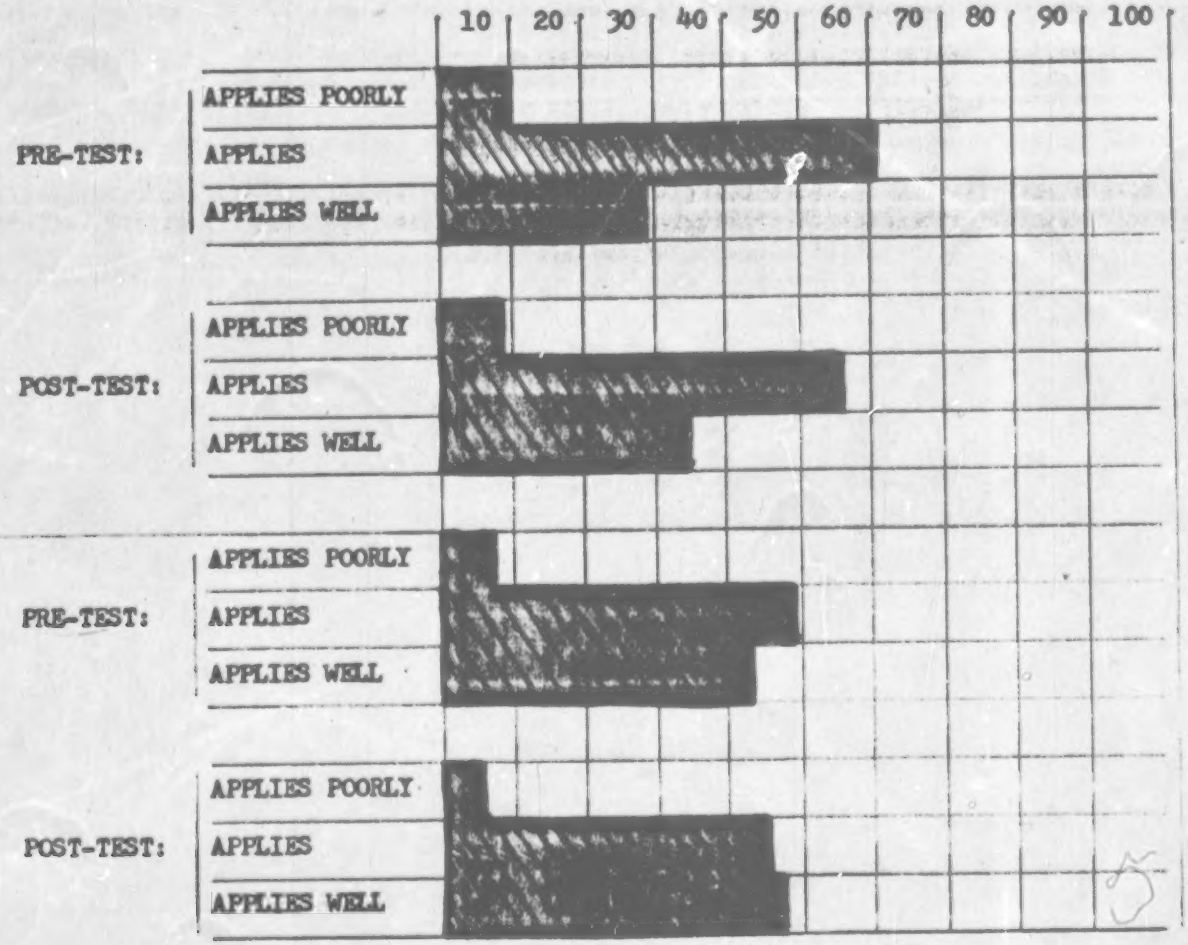


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



47. I AM A PERSUASIVE PERSON:

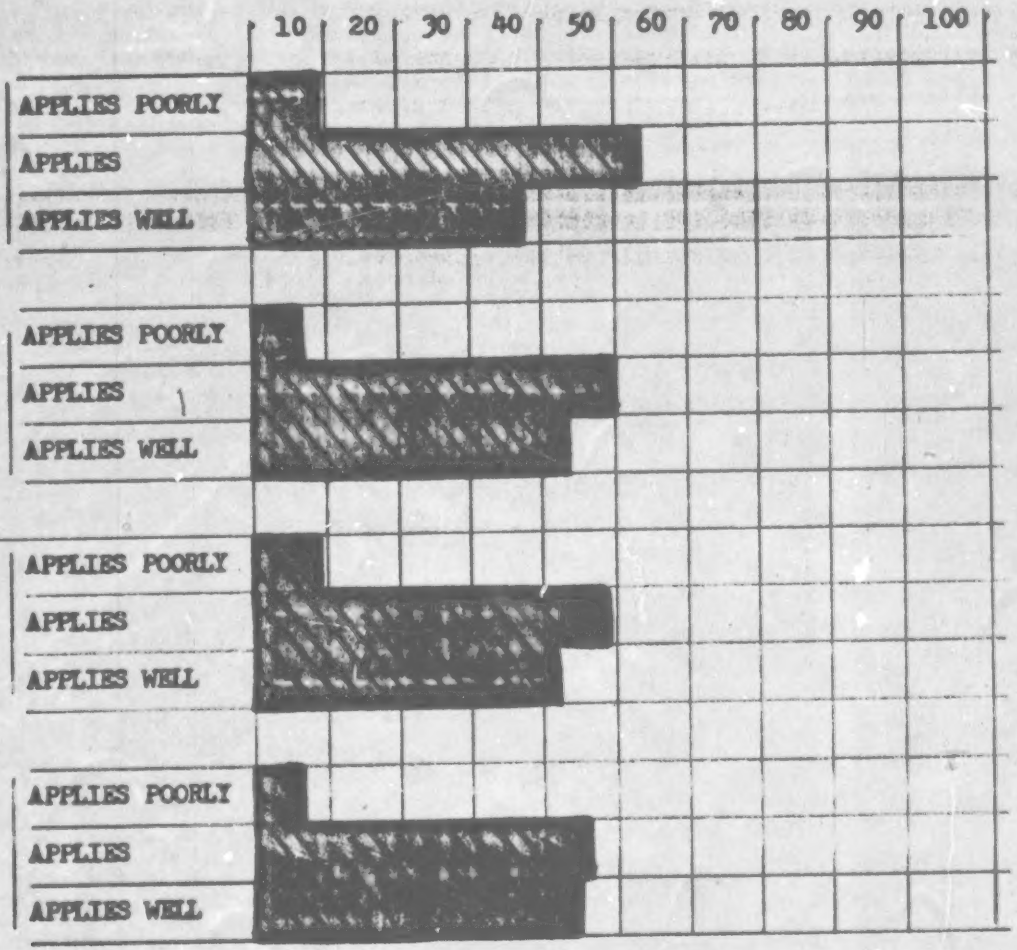
48. I AM PREPARED TO ASSUME ADULT RESPONSIBILITY:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



49. I HAVE THE COURAGE TO MAKE A CAREER COMMITMENT:

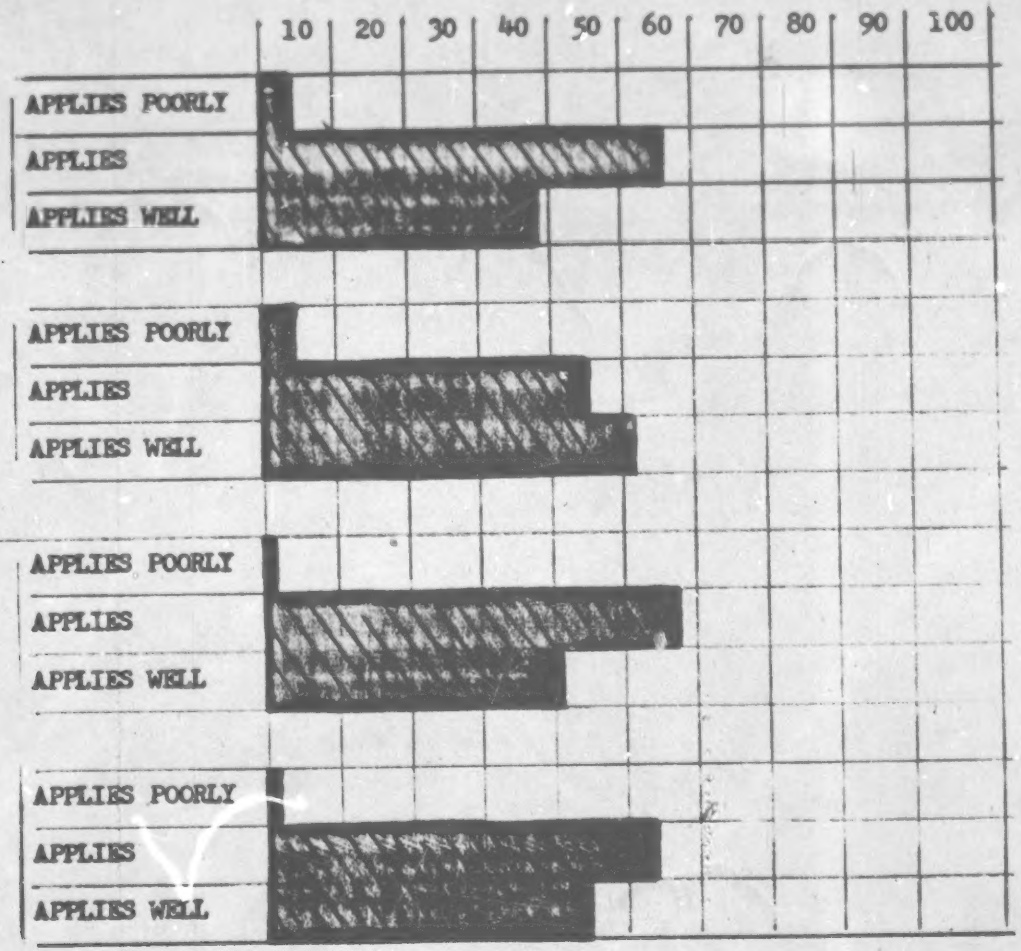
50. I SELDOM TRY TO IMITATE OTHERS:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



51. MY FUTURE IS BRIGHT:

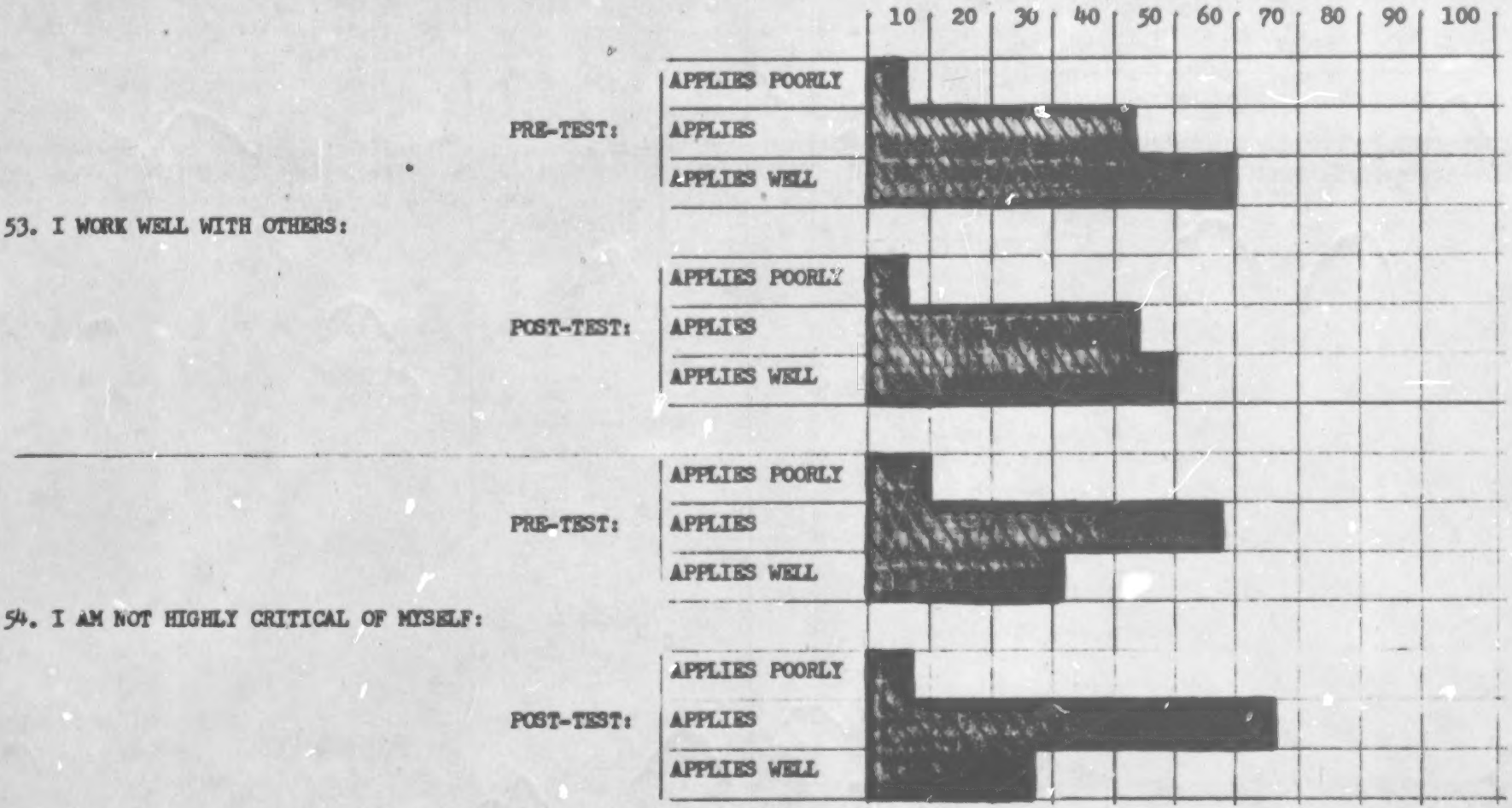
52. I HAVE A CONCERN FOR THE WELFARE OF OTHERS:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



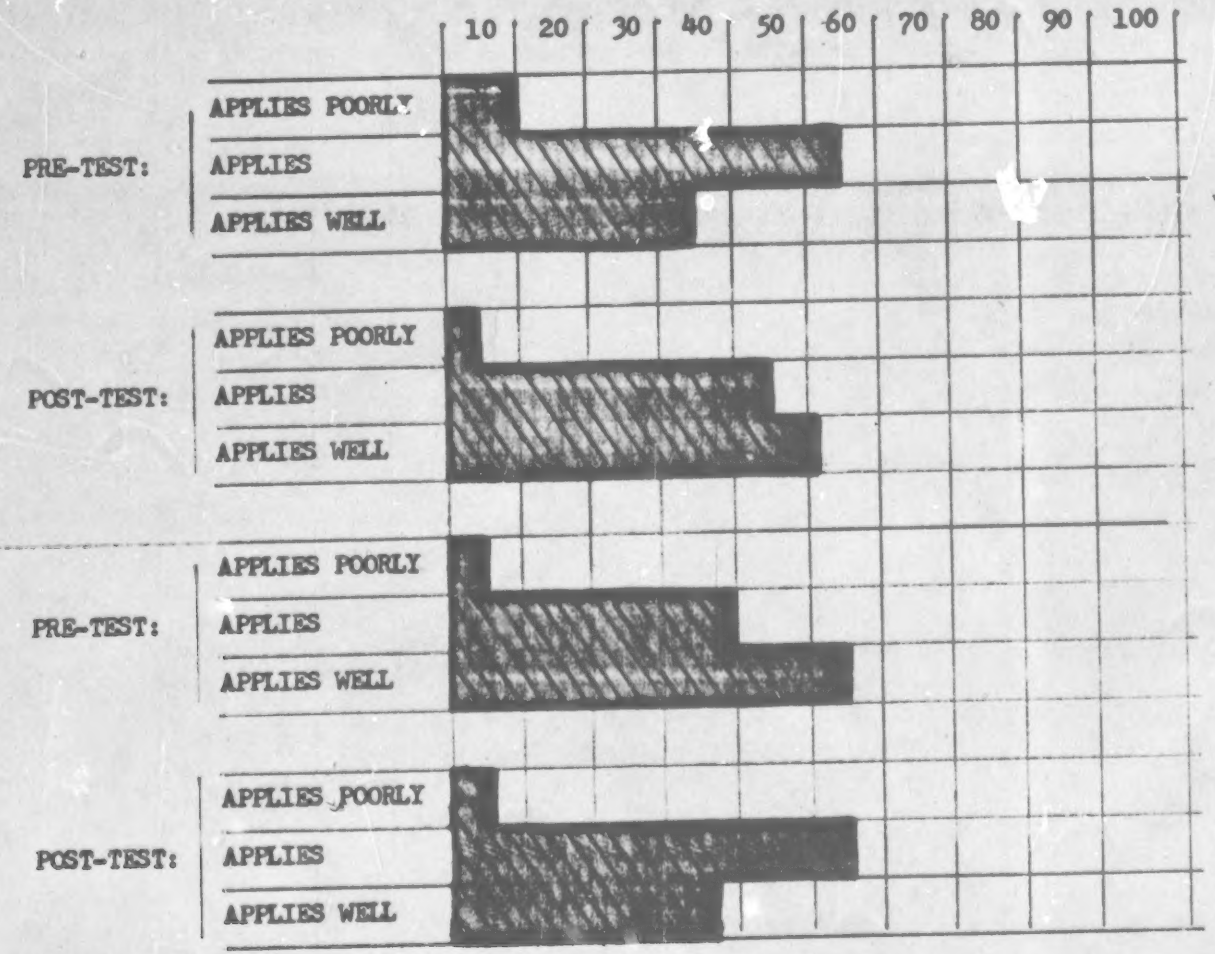
172

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



55. I CAN ADAPT EASILY TO CHANGE:

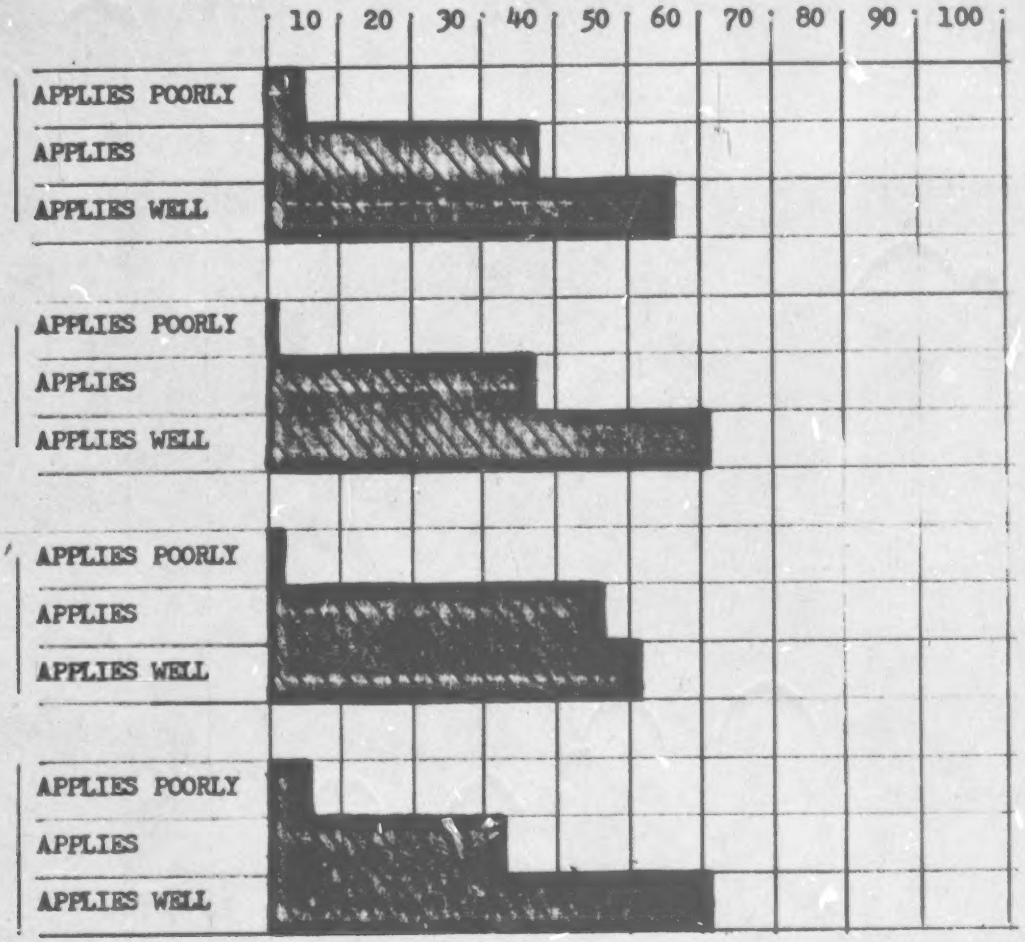
56. I DO A GOOD JOB OF PROFITING FROM EXPERIENCE:

SELF - IMAGE INVENTORY

GRADE 8:= 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



57. I AM ANXIOUS TO LEARN AND IMPROVE MYSELF:

PRE-TEST:
APPLIES POORLY
APPLIES
APPLIES WELL

POST-TEST:
APPLIES POORLY
APPLIES
APPLIES WELL

58. I TAKE PRIDE IN THE WORK I DO:

PRE-TEST:
APPLIES POORLY
APPLIES
APPLIES WELL

POST-TEST:
APPLIES POORLY
APPLIES
APPLIES WELL

SELF-IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

10 20 30 40 50 60 70 80 90 100

59. MY WORLD IS WHAT I MAKE IT:

PRE-TEST:
- APPLIES POORLY
- APPLIES
- APPLIES WELL

POST-TEST:
- APPLIES POORLY
- APPLIES
- APPLIES WELL

60. I AM NOT A CONFORMIST:

PRE-TEST:
- APPLIES POORLY
- APPLIES
- APPLIES WELL

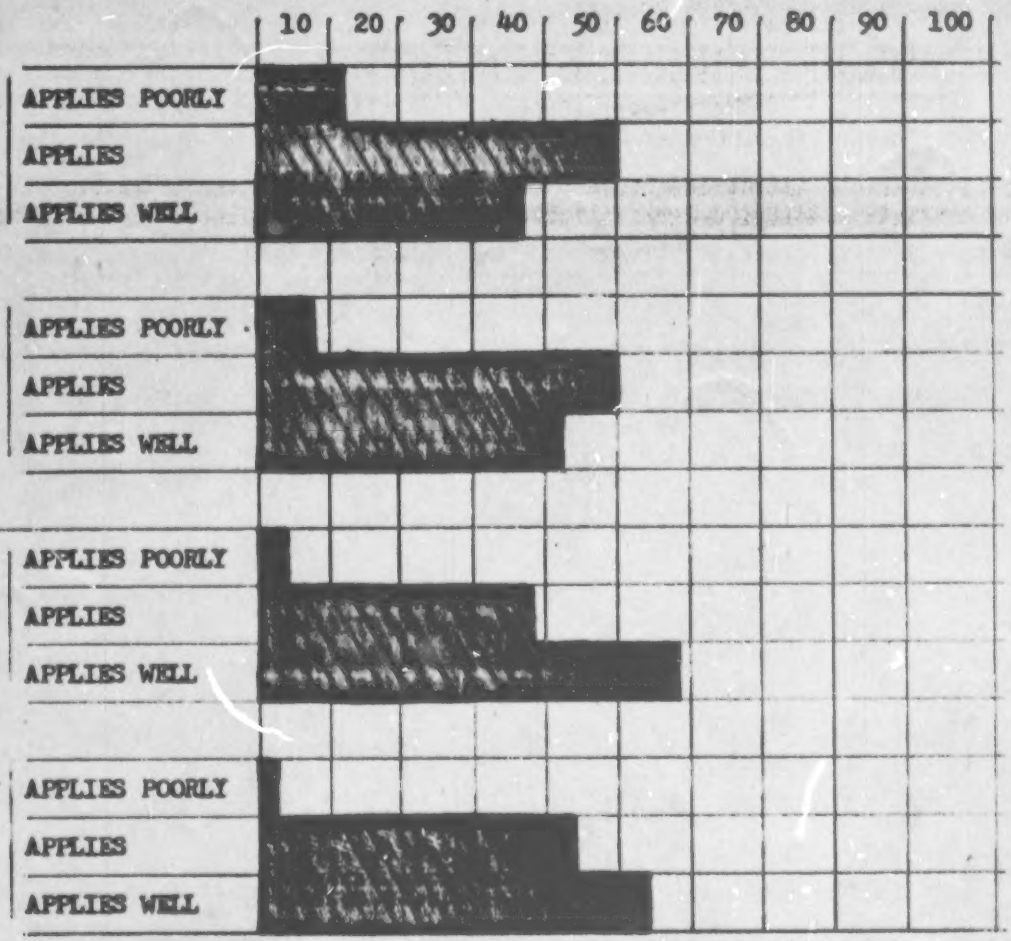
POST-TEST:
- APPLIES POORLY
- APPLIES
- APPLIES WELL

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



61. I UNDERSTAND HOW TO CHOOSE A CAREER:

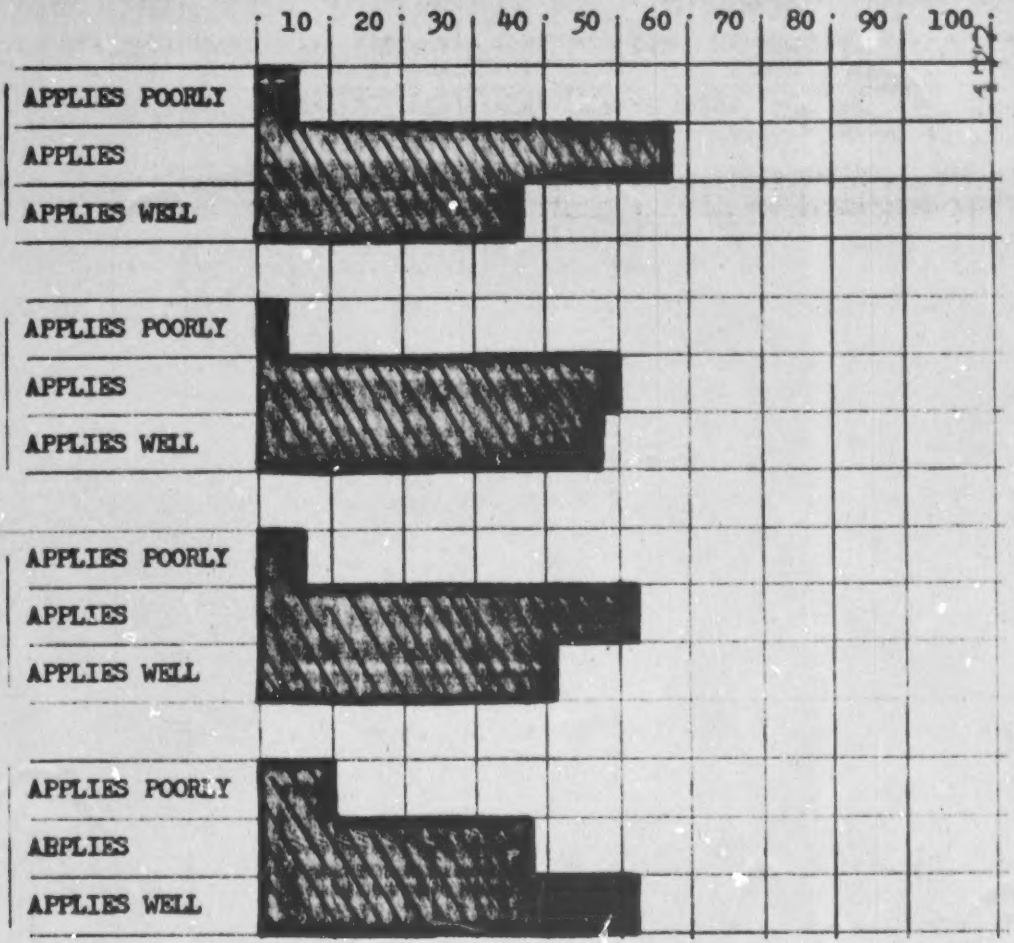
62. I APPRECIATE THE IMPORTANCE OF EDUCATION TO CAREER SUCCESS:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



63. I AM HIGHLY MOTIVATED TO LEARN:

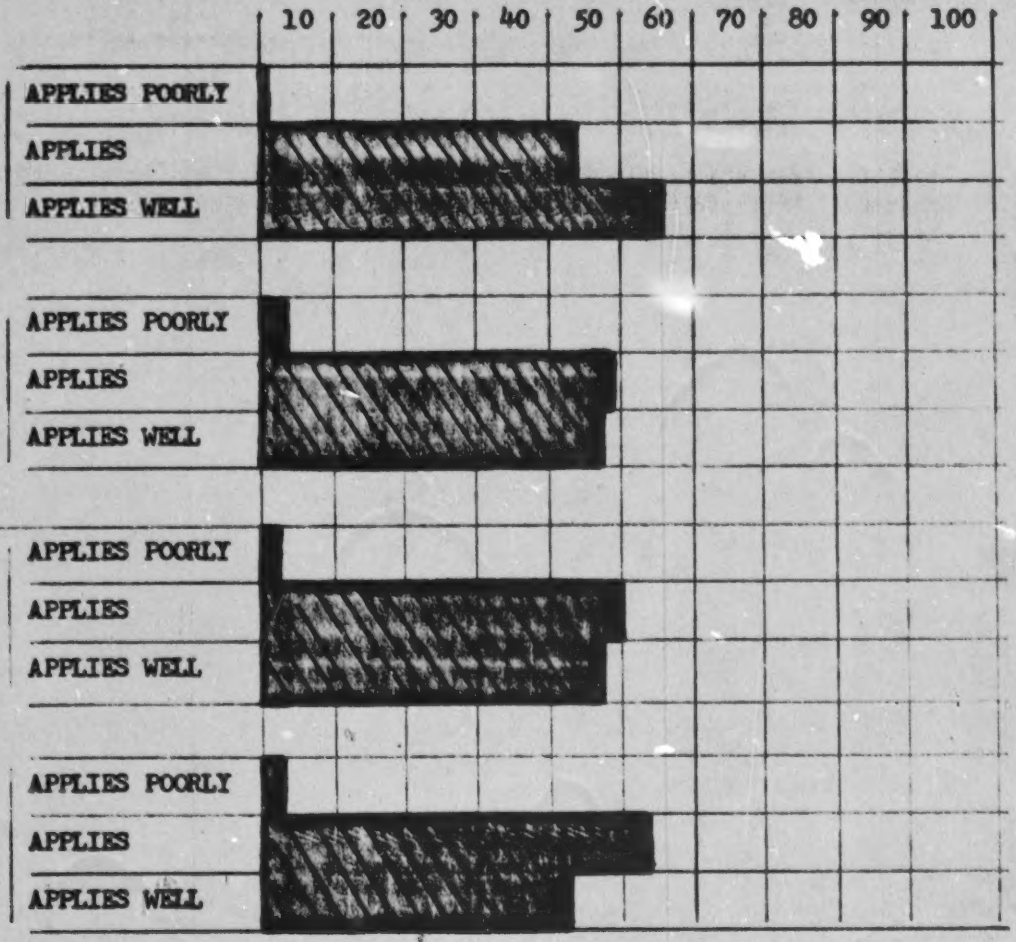
64. I KNOW WHAT I WANT FROM A CAREER:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



65. I AM COMMITTED TO REACHING CERTAIN PERSONAL GOALS:

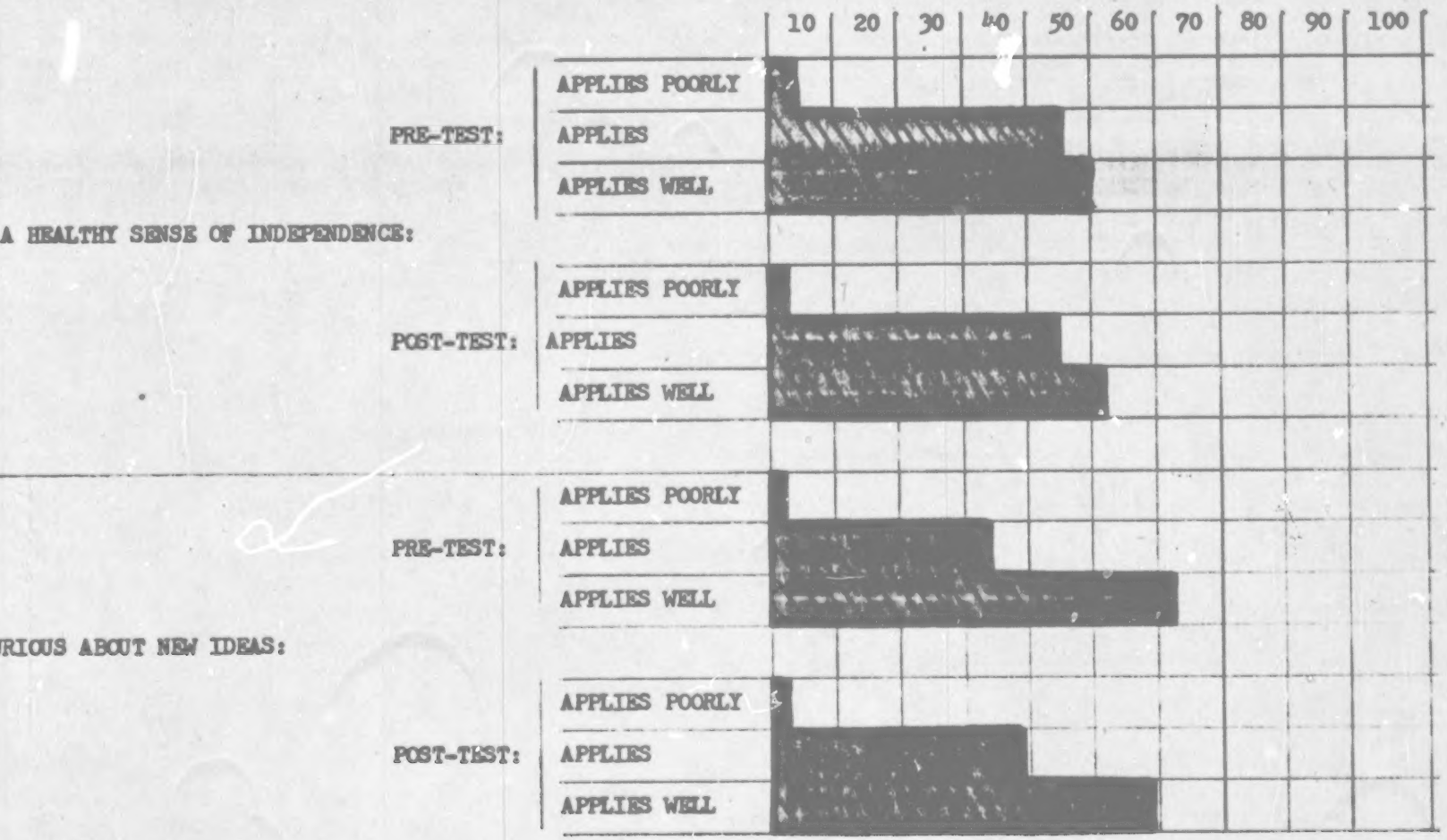
66. I AM A SELF-CONFIDENT PERSON:

SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS

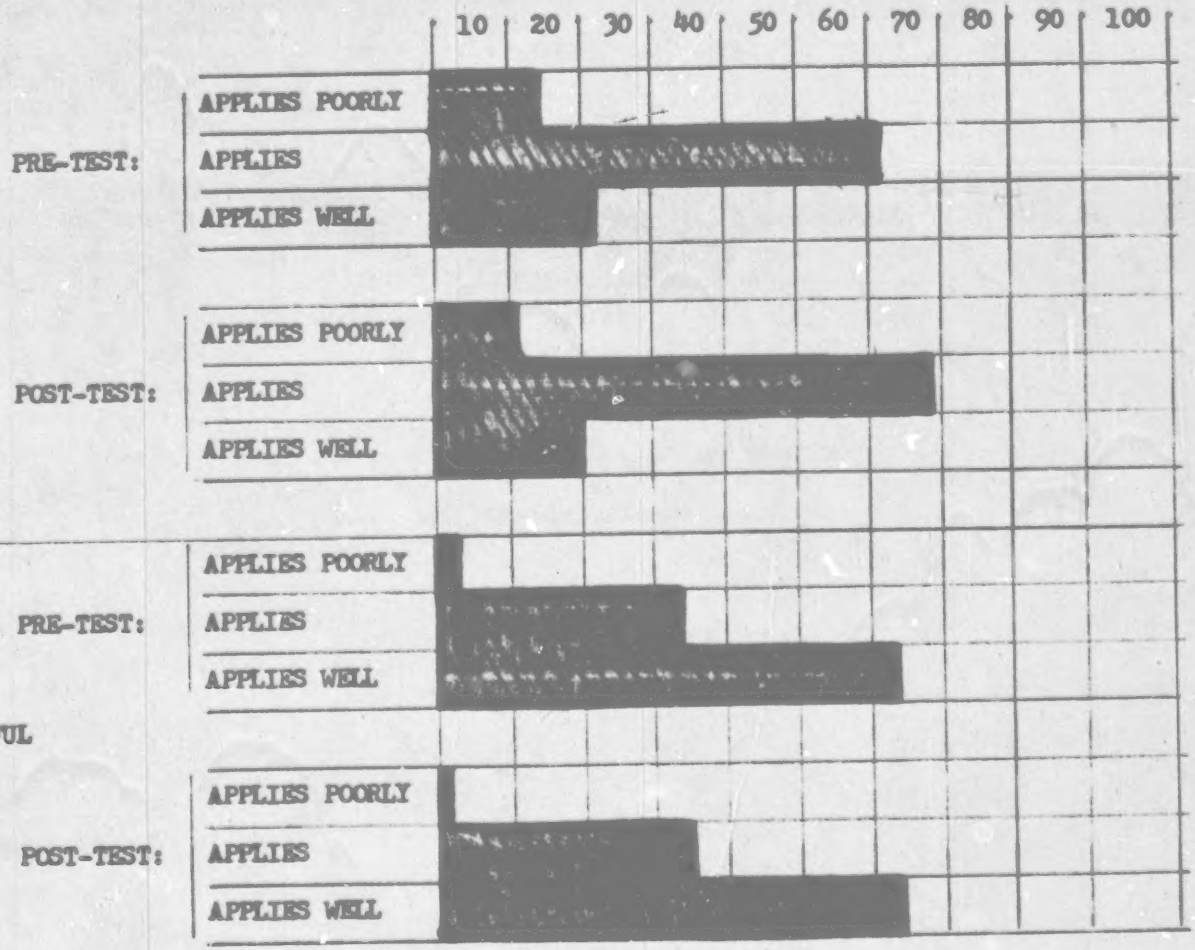


SELF - IMAGE INVENTORY

GRADE 8 = 133 STUDENTS

STATEMENT

PERCENTAGE OF STUDENTS



69. I FOLLOW AN ORGANIZED SYSTEM FOR SOLVING MY PROBLEMS:

70. I AM HIGHLY MOTIVATED TO BE SUCCESSFUL IN MY CAREER CHOICE:

180

4. Individual interviews were held with freshmen: however, the necessary materials were not available until the freshmen had begun scheduling for their Sophomore year. While this was great motivation for looking at next year's programs, it did not allow time to take a careful look at the total high school program. By beginning these interviews early in the fall semester, better planning can be expected. In another year, the eighth graders will have had more background on their interests and a better idea of what is required to pursue certain occupational areas. This in itself should increase the success of this procedure.

5. Only minimal success can be claimed in providing freshmen with outside of school career exploration experiences. Some students were able to participate in such a program mainly through the efforts of individual teachers. The success of these experiences has indicated that this approach to occupational exploration can have real value.

6. Less opportunity to provide parents with career education information was provided than had been anticipated. The reason for this was simply that there were fewer school functions of an informational nature than usual.

Component III - The Senior High School

(Submitted by George Willett)

1. To place all students of those teachers participating in Career Education in at least a two week position of Career Exploration.

Last year we placed all students of participating teachers in a work experience situation for a period of one week. We felt that because this was the first year of this activity, that this might be the more judicious approach.

We had planned for this year to place the students for a period of two weeks, and made all arrangements. However, one month prior to the inception of this project, we learned through out State Department of Education that the State Department of Labor was apposed to secondary students entering the labor force for such a period of time, without receiving payment. The State Department of Labor permitted us to place our students for a period of one week in non-payment arrangements. This was a serious set-back to our efforts, as we had anticipated this being the year in which we would have most of our vocational students working beyond our vocational center. To date, we have placed approximately one hundred students in work experience situations, and the evaluations which we have received from industry and business on these students have been excellent.

We feel that this provides the school with an excellent device to

show the community the ability of our students, while providing the individual instructor with the opportunity to meet those people of industry and business who are doing comparable work. Naturally the vocational instructor has an advantage, since the community has more craftsmen than it does professional. This reflects in the placement of non-vocational students from the comprehensive secondary school. Rather than attempt to rationalize the lack of other than vocational students participating in this phase of our Career Education project would be wasteful of good time. But suffice it to say that the participation of the academic educator in our system, in this phase of the project was poor. After much assistance and solicitation, we have been able to encourage one teacher to place the students of his chemistry class in course related work-experience situations within our immediate community. This remains paradoxical to comprehend, as after both teacher and students have participated in this activity, they always find the experience refreshing and enriching. In spite of this, the enthusiasm of other teachers to attempt the same remains unchanged.

One would believe that such an experience would become contagious, in a time when educators are asked to have accountability. This has not always been the case in our project with the academic teacher. Originally, and in the first year of our project, and when we were much less experienced, we felt that the teacher should be courted and won before we placed the task and implications of Career Education, before him. We believed that the teacher should be won over to the side of Career Education before we dared ask, or impose upon him, to attempt participation in the project.

Objectives I (con't)

In an honest evaluation of our achievement of this objective, I would say that the placing of vocational students, helps them to know their skill level and its place within their vocation. As far as its ability to inform the vocational student of career exploration, this pursuit would not be adequate. The placing of those few academic students within an area of interest for a period of time, would be of greater value to the student. The problem as stated earlier, was to show that a few academic teachers wished to pursue this device for the enrichment of their students. Our present approach to attainment of this objective was less than desirable.

Being aware of this, we have attempted to present an independent study week to the members of this faculty, with the hope and intention of having those interested people develop and use a system of their contrivance, which would meet this objective. Again this proved to be unsuccessful in that the faculty was unwilling, or incapable of, developing a week of independent study.

Recently the principal and project director at the senior high, visited a neighboring school which successfully implemented an independent study week program. This program has been underway for two years, and has been regarded as one of the finest in the state. At this point, I believe that we are least neutral, and will investigate it further, prior to attempting to implement it with our faculty.

Our approach shall be to approach the teachers in small groups, to develop teams, which if all goes well, shall lead to the implementation and development of a comparable venture. I believe that we will have success here as our appeal will be directed more to the teacher than the department head. This should help us to better meet this objective for an on-going program.

Objectives 2 (con't)

2. To assist each student to identify his intellectual skills and relate them to broad occupational goals.

To meet the requirements of this objective, we believed that we first should assist the student to become more aware of many careers. We had several avenues of approach here: one was to administer the Self-Directed Search, and then the use of our own Career Resource Center. This year we attempted to administer the Self-Directed Search to the Sophomore class, and have been successful there. We then, during the ensuing sessions, encouraged the students to use our Career Resource center, a microfiche card bank of approximately five hundred local job descriptions, after they had been through a group session discussing the use and development of the Career Resource Center. We felt the Self-Directed Search to be an excellent test for the immediate disclosure of the student's interests, as it exposed that student to many related occupations. Our efforts in the following years will be to expand upon these same efforts, while continuing to enlarge upon the Career Resource Center, which incidentally, has recently been approved for use throughout the State of Maine, in all of the twenty-five regional vocational technical centers.

Another test instrument which we have used with Seventy seniors this past year, has been the Armed Services Vocational Aptitude Battery. This is an excellent test with sub-scores for individual vocational areas, given by the military at no cost to the school system. The military is eagerly promoting this test and makes no demands upon the school or the student concerning military service. We are presently working to have this test given to all sophomores so that we can readily identify their areas of aptitude and then counsel them to better occupational pursuits.

In one instance, a chemistry class, we have been able to place students within the community in areas of their interest. This has worked out extremely well. The students have learned to a greater depth, more of their

Objectives 2 (con't)

immediate community, and more of a particular occupation.

3. To maintain a flexibility in structure and content within our curriculum, to provide for career exploration programs through actual on-the-job experience.

This objective has been extremely well met in all vocational programs. We have attempted to introduce this to the students in the junior year, rather than just the senior year, but this venture is regarded by some of our educators as much too precarious. For the same reason that it is beneficial to the senior student, it must be beneficial to the junior student. In the academic section of our building, the effort is negligible. The academic staff does not realize the advantages to be gained by students in their charge. Career exploration is something which unfortunately the faculty regards as the task of the guidance department, or the task for the vocational student only.

In my two years as co-director of this project, perhaps the most difficult aspect to comprehend, is that lack of participation by the academic secondary teacher. Do teachers at this level teach solely for the sake of making presentations, or do they feel they have performed adequately when their students pass an examination? I believe that many teachers relegate the career exploration of teaching to the guidance department if they do even that. I believe that many, or the most part of the instructional staff regards that task as not theirs, or they do not consider this a reality. They teach to their own pre-determined goals, which unfortunately for the sake of the students often changes little from one year to another. Little wonder that many students are bored and regard this type of education and learning, as a very tedious task to be tolerated and endured for their secondary years.

We have made little progress in making the schedule flexible, and mainly because we have a staff which thinks that offering many courses

Objectives 3 (con't)

by title, with the same old approach, is new and different. They dare not be exciting or different; they dare not integrate with the community and industry. What is inherent to the educator that he dares not be different or make his course exciting and different?

Throughout this project we on the staff have often felt that the shortcoming of the teachers were brought about by our inability to make them a part of the team, or to light the spark which would make them become a part of our total effort. Too often we felt that the problem has been our own. I believe now, that this has been totally wrong, for the responsibility to become a better educator never should deminish. If the educator is a true professional, as many believe they are, then their responsibility is to grow and always attempt the new ways...accept the challenge. How many do this, as compared to those who remain lock-stepped in their traditional methods of teaching so boringly. I am afraid that the greater numbers are with those who resist change and remain with the methods, which are founded and secure to them, with little total regard for their students.

4. <u>To involve our classroom teachers in all phases of planning, development, evaluation and placement, so that the total efforts reflect the thinking and involvement of all educators associated with Career Education</u>.

Our major intention during our initial year was to organize interested teachers according to teaching discipline. That is, as an example, all English teachers were grouped at each general educational level such as secondary, junior high. From this group a general chairman was chosen by the career education staff. The chairperson was given direction in the nominal process with the overall objective for that group to develop five basic activities which they each felt would be the most beneficial for the entire group. To this point, we worked extremely well. It was after this that the problems seem to appear. I believe this was because we didn't

Objectives 4 (con't)

have either strong enough incentives at this point, or we had not outlined the goals for the staff to follow, or the staff was reluctant to attempt the activities which they had developed through the nominal process.

The best teacher involvement occurred in those cases where the individual took the situation in hand himself, and simply went about the activity through his own volition. In all cases, where the individual teacher decided to undertake the activity himself, there was individual success. In these cases, we gave support and encouragement to the teachers who wanted to attempt an activity. It was during this stage, that we simply could not relegate time to the encouragement of those staff members who still needed prodding, or who were without perseverence enough to attempt the activity which they had helped to develop.

One major shortcoming to our program at the secondary level was the commitment of the administrator. No major commitment was made at any one time. It appears that token support was given in those instances where there was staff enthusiasm, but to promote and encourage the type of creativity needed from the teachers, little promotion of this sort was forthcoming. The reasons could be many...in all fairness, we expected to generate enthusiasm by the enthusiasm within the Career Education staff.

The attitude of the administration might have been to wait-and-watch, rather than to make a commitment to the program. In many cases this was deadly to our project, as many teachers looked to the administrator for direction and leadership. In those cases we lost people who might have attempted at least a single activity. The major loss here being career exposure to which the student might have been exposed. I believe, quite assuredly, that our administrators were as aware of Career Education as they should have been. For some reason they were not able to assume positions of leadership, which caused, at best, a withdrawal on their

part. One major shortcoming which we as a Career Staff made, was to not make the administration more involved in our planning. In any event, I believe that we were reluctant to undertake this approach as our administrators would have found an entirely different vantage position with the major part of the direction coming from guidance-oriented people. I believe this rigidly, and support this with findings from a recent meeting of project directors in New England, who found that the best approach to Career Education was to have a principal and counselor as co-directors in the project. I believe that we achieved this objective extremely well in making those participating teachers involved in all phases of the career education program. In those situations, where the teacher undertook an activity, we found that most teachers needed little direction and assistance, once they got their initial activity underway.

In regards to evaluation, we again felt that to use local personnel from the University of Maine-Farmington, would be advantageous. This year did not work as well as the evaluation team was not clear of their function or specific duty until we were well into the project. For whatever reason, they did not actively participate in the program as last year, so that we did not have the opportunity to change or adjust programs according to outside evaluators. Last year we felt that we could adjust our program in relation to the immediate feedback which we gained from the evaluation team. This year we lacked this advantage and made adjustments according to our own evaluation, which was not as effective.

5. <u>To develop and organize a community career education advisory staff for the purpose of assuring a total effort of school, community and industry to maximize use of existing facilities and resources.</u>

There were several reasons for this, and I believe the best is that we did not know what to expect of them. Originally we planned to have this

Objectives 5 (con't)

staff assist in bridging the gap that we felt existed between the school and the community. We further felt that this would be an arduous task, and that it would involve considerable effort. We also believed that having the community serve in this capacity would be essential to the project. After being in operation a short time, we felt that we were making excellent contact with the community; and we soon realized that the community was most anxious to help with our program. We developed our community resource bank of people who assisted in the classroom with their hobbies, skills or interests and experiences, so that we gained twofold. One contact with the community led to another, so that while having the resource person into the school, we also continued to illustrate to the community, our program and our desire to have the community be a part of the project. We felt that we achieved this objective without developing a committee, to assure that the community knew of Career Education, as we perceived it. Through field trips, resource people, career exploration and news media, we were able to involve or make people aware of our career education program within the school district.

Having reached the depth of the objective that we desired, without developing a committee, we asked ourselves is this approach making available to this project those facilities within the community? We felt that because the community had received us with open arms, that we had at our use, those facilities, people and community potential that we wanted. We were able to place students with professional people for parts of the day. We were able to use many people for many different tasks on many occasions. In every case, the community or the people of the community were extremely willing and available to assist us in every way. We found that not only did this attitude prevail within our community, but beyond the reaches of our own communities, for in many cases we used facilities and people at the state capital, as an example, which was almost fifty miles away.

objectives 6 (con't)

6. To recognize the counselor as the catalyst to bring about the change and supplemental reorganization of the learning structure, to better facilitate the concept of career education.

This objective was never really well established within the secondary area. With a very few teachers, the counselor was used to help with particular activities, or the counselor was used to suggest methods of conducting an activity. The counselor or counselors comprising the Career Education staff, were used to initiate or promote a teacher-oriented and teacher-developed activity: but beyond that, the counselor had no input into any phase of the curriculum. The reasons for this could be, that since this is not the usual procedure within our particular system...using the counselor as a source or as a capability for determining success with a particular part of the curriculum.

Earlier it was mentioned that one shortcoming of our project, at the secondary level, was the lack of involvement of the administrator. This could have been the reason for the lack of counselors playing any decisive role in the curriculum. However, I believe that this objective was not established because it has not been the policy of this district to use the counselor to that extent. Part of the purpose of this objective was to implement the use of the counselor in this function. For some inexplicable reason this function is seen as beyond the role of the counselor, which is a loss of counselor usage. Had the counselor more input, he could have been used to revolve instruction in the classroom about the career awareness experience, or to weave the career awareness activity into the traditional approach to the curriculum. The attainment of this objective could have been easily reached, I believe, as this approach would have brought the classroom teacher, and the counselor, and the student into a closer working proximity.

 Objectives 6 (con't)

In one situation, this was accomplished in the following manner. That is, the student and the counselor and the teacher were involved in a small project which placed chemistry students in the community, in work experiences oriented about their chemistry skills or use of their chemistry knowledge. One chemistry class was asked to select a location within the community, that had an involvement or background with chemistry. The student was to develop an objective or a problem, and then had to find a solution or greater understanding of some principle or problem, as related to his chemistry knowledge. Students were placed in the water treatment plant, where not only did they use their basic chemistry knowledge and skills, but they became more aware of the practical use of chemistry and saw its immediate application within their community. The whole project was extremely well received by the student and the community. In one situation, an engineer called the school by his own volition, to commend the student who had spent the day with him. The success of this project, I believe, more than attests to the justification approaching this objective in the foregoing manner. Those students involved, and the teacher felt that this was extremely worthwhile, and recommend it for other students. I believe that we shall be able to continue this aspect of our project; it is simple, low cost, and of extreme value to the student.

7. <u>To involve a student committee to help expand the Career Education concept, and to be used as a resource in the developing Career Education model</u>.

It was believed at one time this school year, that we would be able to have our Search Week project underway. In this project, the student was to spend one week in a work exposure and career site. The students were to be

Objectives 7 (con't)

part of the governing committee, comprised of the principal and the assistant superintendent. The students were to develop their own objectives, and make arrangements to undertake the practical part of the project, once they had sought an approval from the governing committee. Students were to make up the largest part of the governing committee, in fact, their total authority in deciding on project approval was greater than the principal or the assistant superintendent.

The project was refined somewhat this year, and several meetings were held with a few interested students, and the guidance staff, and the assistant principal.

We gathered materials from successful projects in existence about the state and made headway. We felt that prior to going to the faculty or our principal, we should first have a good background in the various projects about the state, so that we could make an intelligent request for permission and endorsement of this project. I believed that we attained this level, and actually visited a school in Maine who had a very successful similar project.

Later this director, and the principal personally visited the same school, to meet with the project director and had a very interesting discussion there. Because of the time of the school year, and in the midst of scheduling, we both felt that once matters had settled down, we would again approach the idea, and consider the possibilities of adopting it to our school. This gets away from the use of student, chiefly because this very successful project was conducted without the use of students at the governing level, which has not been our intention.

Objectives (con't)

I know that to conduct a project of this magnitude, and to not use students and their candidness, would be an error. At the time of this objective, I had planned to expand in the use of students, once they had shown themselves with the Search week project. Not having done much with the Search week, I simply cannot measure success or claim attainment of this objective. I think it wrong to pass this area over too quickly, and believe that we should use the students. We have developed and built a forty-foot mobile classroom, and will involve students in the use of that as far as beyond the actual construction. I believe that we shall have to evolve and then select the best use of the students. I feel that while some are capable of serving at higher levels than others regarding responsibility, it would be wrong not to involve the student to a greater level than what we have been doing.

I think that if Career Education is regarded as the child of everyone... student, teacher and community, it shall be successful. I would like to see student involvement develop by its own accord and enertia, rather than have it develop by the desire of adults. The trick in doing this is beyond me at this point, but I do believe that we as educators can set the stage for the student, so that he makes the project more his own, rather than it being something he participates in.

In-Service Education

The major in-service education process was accomplished through a workshop type course taught for college credit, through the University of Maine at Farmington. This course was divided into two parts and was offered to elementary level teachers only. The reasons for this restriction were the number of persons that could be accomodated in the course and the determination to concentrate on building a strong and lasting career education program in the elementary schools.

One part of the course concentrated on career education and related areas and was taught by Marshall Thombs, Career Education Co-Director. The other part of the program was taught by Margaret Arbuckle, Education Consultant, SAD #9 and was devoted to several aspects of teacher pupil experiences, centering arcund the processes of learning. The very nature of this portion of the course blended in especially well with the concepts presented by the career education philosophy.

In the portion concentrating on career education, the teachers were required to report on twelve readings in the field of career education, develop a unit utilizing the seven elements of a career education project, and teach this unit in their classroom. "Career Education and the Elementary School Teacher" by Hoyt, Pinson, Laramore, and Mangum was used as a text.

In addition to these requirements the participants were given experience with the "nominal group process" operation of ½ inch closed circuit T.V. equipment, films and slides on career education programs, and affective education techniques.

Resource persons from both the college and the community were utilized in this section of the course. The following projects were planned and carried out as a result of this course.

Kindergarten:

1. A unit built around the production and marketing of poultry products. (Ann Deraspe)

2. A unit constructed around the theme of a circus. This branched off into several directions including achology, pets, animal care and circus occupations. (Ann Pike)

Grade One:

1. A unit on food products marketing involving the construction and operation of a grocery store. (Anita Holmes)

2. A unit on plants, their uses and occupations connected with their growth, processing, and distribution. (Esther Glusker)

3. A unit on the occupations found in New Sharon. (Denise Morin)

4. A unit on Seeds and Farming. (Arlene Amos)

Grade Two:

1. A unit centered around seeds and marketing. (Blandene Buzzell)

2. A unit on communications with the actual airing of a completed program through the local radio station. (Taffy Farmer)

3. A unit on the hospital and health careers. (D. Oliver)

Grade Three:

1. A unit on shelter and the many occupations involved in the construction industry. (Maureen Riggs)

2. A shelter unit centered around the stages of a building under construction within a few hundred yards of the schools. (Lucille Porter)

3. A shelter unit culminating in the drawing of blue prints and the construction of doll houses. (Marcia Meisner)

4. A unit on plant life with emphasis on identification and occupations connected with plant study.

Grade Four:

1. A unit developed around finding out about careers with student hobbies being the background for learning about occupations. (Patricia Fogarty)

2. A unit developed around work attitudes and life styles of people pursuing various occupations. (Trudy Dawson)

3. A unit based on the study of healthy minds and bodies with research into several health occupations.

4. A unit on town government and the people who are elected and hired to operate it. (Doris Tripp).

Grade Five:

1. A unit on the history of Wilton with a comparison of occupations past and present. (John Backus)

2. A unit on aerodynamics. (Lillian Fidler)

3. A unit centered around writing a book. (Jeannine Moore)

4. A unit on jobs that "I would like". (Gary Chretian)

5. A unit correlating self-awareness and careers. (Charlotte Pratt)

Grade Six:

1. A unit developed around the use of simple machines. (Jeannette Rice)

2. A unit leading to a complete T.V. production. (Sharon Cram)

3. A unit based on photography loops and optical instruments. (Doug Lockwood)

Observations and Recommendations:

Early this spring Mr. Graydon Robinson was asked to make a report on his observations of the career education project in SAD #9 and to suggest recommendations for the continuation of career education after funding from an outside source had ended.

Mr. Robinson was in a unique position to make an objective assessment of the project. He had been involved in previous projects in other school systems and as the resource coordinator, he was involved in all aspects of the SAD #9 project in a way that brought him into direct contact with the teachers, administrators, career education staff, and the community. In addition, the nature of his job did not involve him as directly in the day to day close association with personalities as was true of the other staff members.

The following draws very heavily upon Mr. Robinson's report and offers realistic guidelines to any system considering a career education program.

In June, 1974, a two-year Career Education Program in SAD #9, Farmington, ceases to exist as an externally funded project. The Career Education Staff feels that it has gained considerable insight and experience during this period. The following recommendations and observations are made in regards to the establishment and continuation of a Career Education Program.

GRADES K - 12 PROJECT

A grades K - 12 program would appear to be an overly ambitious undertaking to initiate in the first year of Career Education. It has been discovered that the problems and approach to Career Education are vastly different on three educational levels: K - 6, 7 - 9, 10 - 12. A Career Education Program might be better established and more firmly entrenched if each of these grade groupings were included in the program over three successive years, beginning with grades K - 6. In this way, the main surge of the program, with all resources, personnel, and emphases could be concentrated on the peculiar problems and approaches at each level in a logical, sequential, and systematic way, avoiding over-extension.

Grades K - 6 seem to be the easiest level at which to inaugurate a Career Program, as teachers and curriculum seem to be most adaptable to the Career Concept at this time. Thus, with fewer serious difficulties, a Career Education Staff can better experiment and become more familiar and comfortable with the practical aspects of a particular program, and address themselves to basic problems and difficulties that must confront the program at all levels, while at the same time establishing a workable program and precedent at these grade levels.

Grades 7 - 9 is the level where departmentalization usually begins, and it becomes more difficult to obtain the cooperation and enthusiasm of teachers in regards to Career Education. With one year of experience in the lower grade level, and the solution of basic Career Education problems and procedures peculiar to an educational system, a team's united efforts can be concentrated on the difficulties singular to the Junior High Level.

Grades 10 - 12 are considered universally as the most difficult area for inroads to Career Education. Many of the difficulties peculiar to the Junior High Level are duplicated, but much more intensively, in the High School. With the experience gained from meeting and solving the difficulties on the Junior High Level, the establishment of Career Education in the Senior High School becomes a less formidable task. As the result of two years of at least remote exposure to the Career Education Concept, High School teachers may find it easier to understand how Career Education can serve as a valuable classroom complement and supplement, and thus be more willing to attempt the integration of Career Education into their curriculum.

ADMINISTRATIVE SUPPORT OF CAREER EDUCATION

To establish a successful Career Education Program on any educational level, it is absolutely essential that complete support and encouragement be given the program by all levels of administration. Without not only the verbal, but also practical and enthusiastic support of superintendents, principals, and others in administrative positions, a program is doomed to failure, or at most, but partial success.

A - Superintendents:

1 - Be thoroughly familiar with the aims and objectives of Career Education as it applies to a district, and be ready to compromise and help in solutions to problems that arise.

2 - Be aware of the fact that Career Education is going to result in some curriculum change and adaptation, and be ready to at lease consider and study such possible changes.

3 - Show by word and action a complete support and commitment to the Career Education Concept.

4 - Appoint a Director in whom complete confidence can be given, and allow this Director and authority and flexibility to make on-the-spot decisions, and to truly direct the program with a minimum of interference. If this delegation of authority is impossible, the superintendent himself should take the directorship of the program and appoint a program co-ordinator.

5 - Meet frequently with the Director and entire staff to become familiar and conversant with all phases of the program and its progress at all levels.

6 - Visit Career Education Projects as they are exemplified in various classrooms, and encourage teachers to use their own ingenuity, even if it means a departure to some extent from established procedures, in integrating Career Education into the curriculum.

7 - Whenever possible and appropriate, to comment favorably on the program to school boards, administrators, teachers and the general public.

8 - When problems arise or misunderstandings appear, go directly to the entire Career Staff for clarification and solutions, rather than rely on second-hand reports or misconceptions. Complete candor and honesty between superintendents and staff is the only way to assure success.

B - Principals:

The Principal is the personification of authority within a particular school building. His or her approval or disapproval of a program can make the difference between teacher participation or lack of same. A principal's sincere enthusiasm is quickly transferred to the faculty, while lack of enthusiasm and interest is a signal to the faculty, rightly or wrongly, that nothing need be done.

1 - Each building principal should be aware of the Career Education Concept.

2 - A principal and the Career Staff member who services a building should have an honest and open working relationship. Any problems in a building relating to Career Education should be discussed by the principal with the staff member, and an agreeable solution or compromise achieved.

3 - Principals should use every occasion to encourage teachers in Career Education projects, and frequently visit classrooms during such projects.

TEACHERS AND CAREER EDUCATION

A Career Education Program, which must take roots in the classroom, cannot succeed in practice without the cooperation of teachers. Career Education personnel can suggest, advise, and assist teachers in the planning and execution of a project, but the teacher must first seek

this aid.

1 - Teachers will not usually initiate Career Education activities and projects unless definite and open support and encouragement is given from all levels of administration.

2 - Teachers should not be compelled to initiate Career Education projects, but neither should they be discouraged and frustrated in their attempts to do so by unnecessary delays on requests and by lack of enthusiasm and help from administration.

3 - Career Education activities may demand some experimentation on the part of individual teachers, and may require slight departures from usual procedures and customary classroom conduct.

4 - By means of workshops, visitation to other schools, and like measures, teachers should be encouraged to initiate Career Education projects and to view Career Education in its true perspective, not as an additional burden, but as a valuable instrument and tool to meet the teacher's goals and objectives in the classroom.

5 - In initiating a Career Education activity or project for the first time, a teacher needs all of the assistance and advice and suggestions possible from Career Education personnel. A large amount of materials and a great number of guidelines are available to serve as idea sources for teachers, and these materials should be made easily and readily accessible to teachers.

6 - Once a teacher has completed a Career Education project, succeeding efforts come much more easily, and less direction and assistance from personnel or materials is needed.

7 - If teachers are to complete Career Education projects, allowance must be made to obtain hard-core materials and supplies that

may be required. These supplies are usually not unduly expensive, but a teacher should not be expected to furnish these materials. Such materials as nails, wood, etc. should be considered by a district in the same way as art supplies in an art class, and test tubes in a chemistry laboratory, furnished by the district within reasonable bounds.

8 - Classroom visitation by administrators on all levels during Career projects will add motivation and tangible evidence of District support and approval.

9 - Public recognition by administrators and through the public media should be given to teachers who undertake major Career projects.

WORKSHOPS

Neither administrators nor teachers can become enthusiastic about a program without full knowledge of it. They must become fully knowledgeable with the Career Education Concept as well as the practical application of Career Education as it relates to the classroom. The only efficient way to offer this instruction is by means of periodic workshops for teachers and administrators.

1 - Time for workshops are at a premium, but since Career Education crosses all disciplinary boundaries and can be an integral part of any and all classrooms to great advantage of students and teachers, the same consideration should be given to Career Education workshops as to workshops in particular disciplines.

2 - At least one full day's workshop would seem essential at the beginning of each school year that a Career Education Program is to be seriously implemented in a District. At such times not only could general principles and procedures be reviewed, but an introduction made to new services, materials, equipment and resources.

3 - A Career Education Workshop should be held at a time and date when all teachers would be available to attend, and such attendance by all teachers should be mandatory. Although no teacher should be required to initiate Career Education in the classroom, all teachers should be thoroughly knowledgeable of what Career Education is, what it has to offer, and how it can be used, in order to make an intelligent choice of adopting or rejecting it.

4 - Brief sessions with designated groups of teachers should be held periodically to assure that availability of new materials and services be known, to serve as a vehicle for exchanging ideas among teachers as regards Career projects and activities, and to make teachers aware of such activities in particular disciplines with the view of encouraging inter-disciplinary co-operation for projects that allow all-subject tie-in.

5 - Teachers who have successfully carried out Career Education projects in their classroom, should, on a rotating basis, be allowed to attend Career Education Workshops held throughout the State, whenever possible. They should also be allowed to help in conducting such workshops for other schools and Districts.

PROJECT DIRECTOR

Since Career Education can involve a broad range of activities, depending upon the objectives of a particular program, and is limited in scope only by time, teacher involvement, program finances, and the like, a Director is needed to give unity and purpose to any program. Decisions must be made continually as to the types of activities and the limits to which a program should address itself.

1 - A Career Education Director must have the authority to make decisions as to methods and procedures relating to the program. Any limitation of such authority should be well-defined and agreed upon before the program begins. A Director who is not allowed some freedom in decision-making as regards Career Education, is completely useless, and becomes only one more bottleneck leading to frustration for teachers and staff who need direction. If the administration does not wish to delegate such authority, then directorship of the program should remain with someone in the administration who can make the needed decisions, and a coordinator appointed as a liaison agent between staff and faculty with the decision-making authority.

2 - Co-directorship is at best a precarious situation unless two people conceive Career Education and its applications in exactly the same way, which is almost impossible.
One of the co-directors of the SAD #9 project considers a single director as the most efficient, while the other co-director considers a co-directorship consisting of a counselor and an administrator as being the best set up.

3 - If for some reason co-directors must be appointed, it would be preferable to have both from the same educational level. Since as mentioned earlier, the approach to Career Education differs drastically according to grade levels, directors oriented to various levels will find it difficult to arrive at a unified concept and approach.

4 - A Director should be given complete control over money allotted for supplies and materials, and accept the responsibility for spending it wisely. Only the Program Director who is in constant contact and involvement with staff and teachers is in a position

to know what is needed and when, and can alone establish reasonable and intelligent priorities in the use of such funds. Career Education, by its very nature, may demand the availability of supplies without much notice, and a Director who must go through channels each time some small item is needed, is ineffective and leads to frustration with the program on the part of requesting teachers and staff.

5 - Career Education, especially in its initial stages, is a time-consuming program, if it is to be successful. In these beginning stages a Director should be free to concentrate all of his or her working time on Career Education, and not be limited by other duties.

6 - A Director should, whenever possible, be included in meetings of administrators, especially when topics that affect Career Education are to be discussed. In this way, administrators can be kept informed on current progress at all levels of Career Education, and be aware of difficulties and problems to the Career Education program in each building.

CAREER EDUCATION STAFF

To establish a Career Education Program on any grade level demands personnel who have the ability to instruct, assist, and advise individual teachers on career implementation. The Career Education personnel or staff can integrate the objectives and concepts of Career Education into the existing curriculum, and assist teachers in the planning and execution of career projects and activities. They serve as resource people upon whom teachers can call for help and suggestions.

1 - It is preferable to have Career Education Staff who can devote full-time to Career Education, especially in its initial stages.

2 - The ideal situation is to have a full-time staff member in each school building. If this is not feasable, then at least one person for each of the three levels mentioned before, K - 6, 7 - 9, 10 - 12.

3 - If Career Education Staff are only part-time, the exact proportion of time to be spent on Career Education should be clearly determined and made known to everyone.

4 - Specific duties and obligations should be spelled out in a job description for Career staff. A certain amount of flexibility for personnel is required by the very nature of the program, and this should fall under the jurisdiction of the program Director, within reasonable limits.

5 - Career Education demands much time for paper work, student transportation, equipment operation, etc. It has been proven that things such as this can be delegated to secretaries, students, and parents, where district policy permits, thus freeing professional career staff to apply their particular expertise to the program.

CAREER ADVISORY COMMITTEE

Although at times an Advistory Committee seems to be superfluous, for Career Education such a committee could be a valuable instrument, if it is more than a mere paper committee. Such a committee not only brings together the various elements of school and community necessary for an on-going Career Education Program, but also serves as a sounding board of public sentiment. By the active participation of key personnel in school and community, a better understanding and appreciation of the Career Education concept is implanted, and the members then serve as references, resources, and public relations people to the other non-involved segments of the community. This committee should include

representatives from the career education staff, teachers, and administrators plus representation from the various areas that make up the community.

SCHOOL - INDUSTRY RELATIONSHIP

Since Career Education involves an appreciation of industry by school administrators and faculty, and a better understanding of the school and its aims by industry, a program for improving this inter-relationship should be established.

Industry representatives should be encouraged and invited to visit specific classrooms working in career projects pertinent to the various industries. Teachers in return, should be allowed the time and given the encouragement to visit industries with which they will be concerned in the classroom.

The South Portland Career Education Program seems to be a successful model of such a relationship.

CAREER EDUCATION AND ALL SUBJECT TIE-IN

The ideal in Career Education Projects is to carry Career activities across disciplinary boundaries. A project which originates in one subject area often easily lends itself to other subject areas involving the same students. Such a carry over can be had only if teachers cooperate with each other and are aware of what each is doing. Such an all-subject project on a particular grade level is relatively simple in the elementary school and its self-contained classroom, but becomes more difficult in the Junior and Senior High School, where subject boundaries and departmentalization is more pronounced. Again, encouragement and urgings from top level school administrators can help teachers bridge the difficulties involved. Such tie-in not only is advantageous to students but can be of great value to teachers.

A SEQUENTIAL CAREER EDUCATION PROGRAM FOR K - 12

To be effective, Career Education activities should not be repetitive at successive grade levels. The ideal is a sequential program of activities in K to 12 in which each grade is exposed to designated career clusters and specific occupations within the clusters. This assures maximum exposure to all clusters, and as many jobs as are pertinent to subject matter being taught.

1 - Curriculum in the various disciplines should be studied and pertinent clusters and occupations listed.

2 - Once a sequential program is developed, teachers should be encouraged to follow the program in career education suggested for their grade level.

3 - Administrators can assist greatly by approving only those field trips and other activities that are in conformity with the overall sequential program.

CAREER EDUCATION AND GUIDANCE

Guidance is and always has been involved in the basic concepts of Career Education. An organized Career Education Program allows Guidance Departments an opportunity to take the career information and education function out of an office and reach more students more effectively in the classroom. Guidance persons should be fully aware of the Career Programs in their jurisdiction and be willing to assist, cooperate and use such programs as a valuable instrument to the guidance function, rather than seeing it as a threat or encroachment on guidance territory.

FINANCES

As in any program, Career Education must have a budget upon which to operate. The extent of this budget will, of course, depend on rather a program is funded externally or from within a system.

1 - A Career Education Director should be given charge of the funds designated for equipment, supplies, and materials, to be used at his discretion, and for which he is entirely accountable. Since the success or failure of a program must rest with the Director, he should be able to use funds to assure success, as only he is in a position to really know what is needed and when. If the funds are used unwisely, the Director must accept the responsibility because of his own decisions rather than as a result of decisions made by someone far removed from the programs daily battleground.

2 - If a Director must go through the usual channels with purchase orders for such items as film, film processing, handbooks, etc., not only is this an inefficient system, but also time consuming. When a Career activity needs supplies or materials, it is often needed immediately for the activities' success. To wait several days or weeks for authorization seems an impossible situation and may well negate the value of the activity.

3 - A Director should be accountable at all times for every penny spent on the program, and thus all requests must be approved by him alone.

4 - When no outside funding is available or ceases, a district should be willing to allow a basic operating budget for Career Education if it at all pretends to be committed to the Career Education Concept.

FIELD TRIPS

The field trip is one of the basic instruments of Career Education as it allows students a factual on-site exposure to a large variety of occupations.

1 - The large class trip has been proven quite ineffective, in most instances. Not only are such trips difficult to arrange in an industrial setting without disruption of production, but in many instances only a few students are able to hear and observe what is being explained. There is also the difficulty in arranging transportation.

2 - The mini-trip involving three or four interested students is the ideal method of visiting industries and work sites. It is much more acceptable to industry, less hazardous, easier to manage, and more beneficial to the students involved.

3 - Since only four, rather than 20 to 30 students are accommodated at one time on a mini-trip, what would originally involve but one trip, now involves five to eight separate trips. This creates problems in transportation and supervision either of the students on the trip or of students who remain in the classroom.

4 - Mini-trips, being what they are, must be taken when conditions allow, both at the site of the visit, as well as in the classroom, and according to the availability of transportation. It is thus extremely difficult, if not impossible, to plan mini-trips as to day and hour, more than two or three days in advance. Often, once scheduled, such trips may have to be canceled because of absenteeism of one or two students, and rescheduled on a following day basis. To follow the usual procedure of submitting a request form a week in advance is impossible.

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5 - Mini field trips should be allowed at the discretion and convenience of the Career Education Staff and Director, with on-the-spot approval by the building principal, without recourse to the usual request procedures.

6 - Parents or other responsible people should be allowed to transport children to designated areas, as experience has shown that the

Career Staff cannot possibly handle the large numbers of trips requested.

7 - By arranging insurance of Career Education Staff vehicles as well as those designated as trained drivers, an entire classroom would be able to visit various sites at one time.

8 - People other than Career Education Staff, to be used for transportation and supervision of students on mini-trips, should be well instructed as to safety procedures, insurance regulations and supervisory techniques.

9 - Renumeration on a per-mileage basis should be made to anyone using their own vehicles for such trips.

10 - Field trip procedures should be well-defined to avoid confusion and difficulty. Such information and direction should emanate from the superintendent's office and include administrators, teachers, parents and general public.

PUBLIC RELATIONS

Although at times public relations appears to be a means of "blowing one's own horn", it is essential for a successful career education program that full coverage by the media be exploited. This is especially important in a program where community understanding and appreciation is of the utmost importance. Such public relations and recognition also serves as a motivating factor for teachers who are thus recognized for their efforts in this area.

Such public relations should take the following form:

1 - Periodic public support by the superintendent.

2 - Pictures and articles in local papers for each major classroom project.

3 - Expressions of appreciation in the media for the cooperation and participation of particular businesses and community people.

RELATIONSHIP TO OTHER CAREER PROGRAMS

It is unfortunate that so many Career Education Programs are initiated without first viewing other similar projects currently in progress. As a result, much time and energy consuming groundwork, common to most such projects, is duplicated needlessly in each one. A greater awareness of other projects would allow each program to build on the experience and resources of previous projects, and thus to avoid difficulties and problems before they even materialize.

RECOMMENDATIONS FOR THE CONTINUATION OF CAREER EDUCATION IN SAD #9

Since federal funding for Career Education ends in this District as of June 30, 1974, and since the funded Career Education Program leaves a legacy of valuable equipment, materials, and resources, and since so much money, time and effort has been expended in establishing Career Education in the District, we make the following recommendations:

1 - Although the initiation of Career Education in this district was the result of Federal funding, its continuation should not cease after such funding, and it need not disappear if proper steps are taken.

2 - Most teachers who have conducted Career Education Projects during these two years will want to continue such projects in the future. The only difference in such future projects will be the absence of Career Education personnel to assist in the planning and execution. Because of the growth in the number of teachers and activities in Career Education this past year, many teachers are already taking the initiative in planning and carrying out Career Education units with a minimum of assistance from the staff.

3 - To allow for such continuation, without all of the personnel now involved, we would strongly recommend and urge that one person be appointed as Career Education Coordinator for the District. This position would ideally be filled by one of the existing staff members on a full-time basis.

4 - The Resource Center has been allocated $2,500.00 for a part-time secretary. If the district could fund about $1,000.00 more to make this a full time position, this person could be trained to make arrangements for field trips and resource persons and be able to keep record of where materials and equipment are being used or are needed.

5 - This would also make the Resource Center the Central Office for career education. Such a central office is essential in that it would provide a focal point for contacting the career education co-ordinator. There is nothing more frustrating than trying to locate a person who may, at any given time, be anywhere in the district.

June 12, 1974

Dr. Sidney High, Chief
Program Development and Operation
Dept. of Health, Education and Welfare
Div. of Voc. Tech. Education
United States Office of Education
Washington, D. C. 20202

Dear Dr. High:

Pursuant to your recommendations regarding our request to have Dr. C. Larry Stinchcomb replace Dr. Thomas Thielen, I submit the following:

Third-Party Evaluation Contract

Project # U261040L

Grant # OEG-0-73-2969

THIRD PARTY EVALUATION TEAM:

Dr. C. Richard Rice
Dr. C. Larry Stinchcomb

PERIOD OF PERFORMANCE:

September 5, 1973 to terminate June 30, 1974

FINANCIAL FEES:

Each evaluator will be paid $1,000.00 for a total budget item of $2,000.00. Payments to be distributed monthly starting in November of 1973 through June of 1974.

The above evaluation shall be conducted under the terms and conditions of the U. S. Office of Education and applies to OEG-0-73-2969, with administrative responsibility for monitoring the evaluation contract being retained by the Maine State Department of Education.

This contract relates and supports the basic grant aforementioned, and in no way shall be altered in content of the scope of work or the contract without approval of the Office of Education Grants Officer.

Elwood Padham, Associate Commissioner

C. Richard Rice, Evaluator

C. Larry Stinchcomb, Evaluator

Marshall Thombs, Director

George Willett, Director

S.A.D. No. 9 Career Development Project

Evaluation Design

The purpose of the second funding year third party evaluation is similar to that of the first in that an evaluation was completed of the activities and procedures followed to obtain the project goals. However, the evaluation team is aware of the need for an even more extensive and intensive evaluation this second and probably final year of what was planned to be a three year project.

We consider program evaluation to be an ongoing process which helps teachers, administrators, counselors, students and parents to obtain a better understanding of (career development) objectives and of the way in which the program or project is designed to operate. This process should stimulate communication and help participants to clarify roles and functions. Evaluation of a developing program needs to involve the people who are participating in the program. Involvement can only come through people within the program. With the aforementioned evaluation concepts, the following design was developed.

Process Monitoring

I. Written Reporting System - January 31, March 31, June 31 (June should be comprehensive.)

- A. Letter to each program worker re: evaluation reporting system format
- B. Progress Report Format

II. Site Visits of Career Education Activities

- A. Schedule meeting with every program worker
- B. Purpose
  1. Help them if help is needed
  2. Evaluate overall program (How often)
- C. Write report on site visit (file and send to co-directors)
  1. Evaluation of objectives--may need to be redefined to be measured
  2. Problem areas
  3. Strength areas
- D. How do they know project will direct anyone?

III. Attend career education project staff meetings

IV. Data

- A. Interview teachers involved with program now and at the end of year Comments, suggestions, reactions, how they might change
- B. Sample attitudes of students toward project
- C. Other people to acquire reactions from parents, business, Community, etc.
- D. Review materials produced by staff

Third Party Evaluation
Progress Report Format

July 1 - January 31 February 1 - March 31 April 1 - June 30

Please submit report no later than final day of appropriate period.

I. Progress toward achievement of stated objective.
Please give a detailed overview of progress during the preceding period of time to include responsibilities and activities relative to stated objectives:

Objective A:.....

---------related activity

Objective B:.....

---------related activity

II. Changes needed in plans or objectives

III. Problems
Describe any problem areas encountered relative to implementation of project objectives or in running your phase of the project in general.

IV. Evaluation
Clearly state mechanisms in place or planned for internal reporting and the procedures for identifying, documenting and evaluating the effect of the project activities on the population to be served, on the providers, and in meeting the project objectives.

V. Organizational/Structural Changes During Period
Please describe fully any organizational changes that have taken place since the last progress report. Please append lists of advisory groups, committees and their members and affiliations. Also outline any other anticipated changes.

VI. Outside Resources Utilized
Please describe any cooperative arrangements established or in progress in planning or implementing this project.

VII. Program Expansion
Please describe any efforts made to expand this program to date and what your projected efforts for expansion will be. Expansion plans should include discussion of the following points:

A. Identification of need. Is it high priority?
B. Assessment of resources
C. Definition of objectives

VIII. Operation Plans for Subsequent Time Period Activities
State specific operational activities to be pursued during next time frame. If possible, these activities should be listed according to priority.

IX. Comments/Suggestions

SAD #9 Career Education Project

Third Party Evaluation

1973-74

SAD #9 CAREER EDUCATION PROJECT
Third Party Evaluation

The purpose of this report is to present an evaluation of the objectives and procedures pertaining to the SAD #9 Career Development Project. The location of the project is in School Administrative District #9 in Farmington, Maine, and the report covers the time period from September, 1973, through June, 1974. Although there was some difficulty in determining exactly the time period to be covered by the evaluation team's contract, the team did agree to report the time period mentioned. In the past project year, 1972-1973, the evaluation team had achieved an excellent relationship with the project directors. The team was invited to all the staff meetings where on-going activities of the project were discussed, and immediate evaluative feedback was available from the evaluation team. This kind of relationship did not prevail in the current project year. This was partly due to the final employment of the team late in the year and it was partially due to the pressure put upon the project team to complete a project, originally forecast as a three-year project, in two years. As a result, the evaluation team was unaware when staff meetings were occurring during the project year. When it did meet with the project team it was at the evaluators' request, and, in most cases, the total team was not present.

Besides meeting with the project staff, the evaluators visited five schools in the district; held discussions with the superintendent, one elementary principal and the assistant superintendent in regard to the project; visited the mobile classroom under construction; observed career education activities in classrooms of the district and in the field (one evaluator was actually interviewed by the second graders); participated in instituting a career education course at UMF; viewed several hours of media

material developed by the project staff; participated in reporting project activities to the State Advisory Council on Vocational Education; and consulted with the council field representative regarding the activities of the project.

With three components to the exemplary career development project, i.e. elementary, junior high, and high school, it was necessary to isolate the objectives of the project into these groupings for evaluation purposes. In addition, there were two parallel projects: 1. The Career Resource Center, 2. The mobile career education classroom which complemented the major project we were asked to evaluate. These projects were also observed as to their relationship and meaning in the overall project.

At the completion of its first funding year, several changes occurred in the focus of the project. The evaluation team has been very much concerned with trying to determine the extent to which the project is going to be institutionalized in the school district where the model was developed. As originally conceived, the Career Education Development Project in SAD #9 was to serve as a model in career development curricula for the state of Maine. The scope of the project was to include grades K-12. SAD #9 was to serve as a demonstration, testing, and development site. The minimum time conceived for the construction and testing of the comprehensive career development model was thought to be three years. This time period has been shortened to two years, greatly curtailing dissemination activity and accelerating the total project into an institutionalization phase somewhat before full development has been achieved.

Fortunately, at the end of the first project year, a workable model was completed. This model is contained in the 1973 project report. It is presented in the form of a PERT chart beginning of page 60 of that report

and describes in detail each sequential activity which is pertinent to the development of a career development project in a school system. With the advice of the evaluators, the project staff determined that the activities of the current project year would focus upon reinforcement and further development units according to the master PERT. It was felt that this kind of activity was absolutely necessary to develop credibility within the school system for the project and its activities so that these could be more readily accepted in the institutionalizing process. The extent to which the objective of institutionalization of the project has been accomplished is indicated by the following:

1) To various degrees, teachers have accepted the concept of career education in their day-to-day teaching at every grade level in the school system. Some schools in the district have as many as two-thirds of their teachers including career education concepts in their classrooms as a regular part of the teaching process. Four teachers are including career education in every single unit that they teach. In other words, for those teachers, curriculum is focused on the concept of career-oriented curriculum. Naturally, some teachers are late to adapt to the use of career education as a teaching tool. There are schools where career education has not caught on as rapidly as others in the district. For example, it seems that much more work at institutionalization needs to be done in the Ingalls school and the Mt. Blue High School. The reason for late adaptation is partially due to the lack of personnel within the project itself. During a period of institutionalization of new ideas, a great deal of support is necessary on a regular, day-to-day basis; this was not physically possible at these two schools.

2) In spite of this, over two-thirds of the teachers in the SAD #9 school system have taught at least one unit of career education concepts in their

classrooms.

3) A district-wide workshop entitled "Education Today" was conceived, initiated, and taught at the local university for three hours graduate credit by the project staff. Concerned primarily with career education concepts, the course met weekly during the entire Spring Semester, 1974.

4) To some degree, most functions of the Career Education Project in SAD #9 are being continued after the withdrawal of federal funding this year. Two project directors are remaining at their post as career counselors at the junior high and senior high. Their staff workers are being hired, although with different titles, to perform their original roles in the school system.

5) Mr. Graydon Robinson, who directed the Career Resource Center, is moving to a job at the state level to continue developing the Career Resource Center and disseminating materials to other schools in the state of Maine.

6) A regular schedule for utilizing the mobile career education classroom is being instituted so that the technology presented by this unit can be utilized in all schools of the district and outside the district in other school systems when resources for such dissemination become available.

7) The statistics in the report are accurate and show the development of many more units to be taught in career education in the school system. This was a primary objective in order to provide more tools for teaching and instituting career education in the classroom.

THE CAREER RESOURCE CENTER

One of the more successful phases of this project during the 1972-73 funding year was the establishment of the Career Resource Center Project in coordination with the Career Development Project. On page 46 of the 1972-73 report an evaluation was made by the evaluation team relative to

the accomplishment of the objectives of the Career Resource Center phase.

Unfortunately, this phase of the project was not funded during the 1973-74 project year. Therefore, no evaluation of Career Resource Center activities in included in the 1973-74 report.

However, interesting developments in the Career Resource Center during the year are significant enough to merit mention here. The coordinator of the Career Resource Center for 1972-73 remained with the overall Career Development Project during 1973-74. During this time period he produced a proposal for the development of a state-wide system for the preparation and dissemination of career information. Early in the year he held a conference with the directors of the area vocational schools for the state of Maine and the state director of vocational education in which he projected his ideas for the development of a Career Resource Center statewide for Maine. His proposal was accepted and he has entered into contract with each of the thirteen area vocational schoools in the state to provide career information via his job bank and microfiche projects. In its last legislative session, Maine approved development of thirteen additional area vocational centers plus satellite vocational centers in the state. This will bring vocational education to every school district in Maine. As they develop, these will also be included in the service clientele of the Career Resource Center. In addition, the Center provides career information at cost to other clientele seeking its service. These include: the state employment office, the veterans centers, colleges, VTIs, and others.

This footnote to the Career Resource Center Project is included in this report so that the readers may be aware that this valuable center is a direct outgrowth of the Career Development Project at SAD #9 and is the first part of the project to be fully institutionalized. The next budget of the state department of education will include hard money for the institutionalization of the Center.

ELEMENTARY COMPONENT

Objective No. 1: To familiarize the student with his world and the immediate environment:

Although this was adequately met last year, the objective has been more widely and enthusiastically completed this funding year by a greater number of teachers. Career Education staff members were actually pursued by teachers who wanted helpful suggestions in the preparation of career education units which would include more student involvement and field trips. More teachers have become aware of how "turned on" students become when studying careers.

Objective No. 2 and 5: To introduce children to the world of work through multi-media presentations:

According to the statistics we have received, we believe this objective was met. One reason for the success this year is the career education staff has acquired enough credibility with teachers that they are thinking and functioning on a more creative level and allowing the students to do likewise. The examples this year are too numerous to include here and are contained in the narrative of the report.

Objective No. 3 and 4: To provide classroom teacher with career development models:

The evaluators feel this objective was met with more than satisfactory results. Workshops continue to be one of the best tools for stimulating the teachers in the district on Career Education. A most exciting workshop which was given at the University of Maine for graduate credit by one of the project codirectors took place this spring. Over thirty teachers attended the workshop, which was entitled "Education Today." In interviewing the teachers who attended, we discovered very positive attitudes toward career

education activities. Even though attendance is voluntary, some of those who did not attend specifically stated that they missed an important opportunity to improve their classroom teaching.

Objective No. 6 and 7: To develop and implement career development activities in grades K through 6:

Over two-thirds of the teachers met this goal. There was evidence that nearly every elementary class at some time during the year was involved in a career education activity. Even though there may not be a career education coordinator in the elementary schools next year, teachers have indicated that they intend to continue developing and providing career development activities in their classes. However, the teachers feel that they may find it too difficult to continue as they had with a coordinator/stimulator. They will have to do a great deal more toward organizing field trips, etc.; this would mean spending more hours after school on these tasks.

Objective No. 8: To establish an elementary guidance program to provide planned career education experiences:

We feel that the data gathered during the last two years of the project has indicated a need for resource people, i.e. guidance personnel at the elementary level. The district will have to provide funds to institutionalize this part of the project. The evaluators have received little substantial evidence at this point to indicate that this will happen.

JUNIOR HIGH COMPONENT

Objective No. 1: To continue and enlarge upon the career development models of the elementary school program, to reinforce and expand positive concepts concerning the world of work:

Since this second year had to take the place of two years, this objective was not met to the degree desired. However, given the constraints,

a greater number of career development models were initiated this year than last.

Objective No. 2: To provide group guidance for the purpose of developing insights into strengths, weaknesses, and interests as they pertain to academic and vocational pursuits.

This objective is again difficult to evaluate. Nevertheless, if student enthusiasm for participation in Career Education activities is used as an indicator, we feel that the goal is being reached substantially. The evaluation forms filled out by students involved in such activities also suggest that the objective is being met. The work load of the counselor continues to be so heavy that it is impossible to involve as many students as should be involved.

Objective No. 3: To provide the opportunities to research occupational areas and relate these areas to interests and abilities.

This is a goal that should, with the present counselor remaining in the building, be met year after year with increasing success. The Career Resource Center complemented this goal exceptionally well especially since it was housed in the junior high.

Objective No. 4: To utilize community resources including businesses, industries, and people to help students gain insight into the skills and training required for several occupations.

It is gratifying to see how well this goal has been met. Considering the size of the community, the response is positive. Many resources were used time after time. The variety of resources would amaze most people (see list in the report). The coordination between the total project and the Career Resource Center was an important factor in the success obtained.

Objective No. 5: To help students plan high school course sequences which will provide a broad base for career selection.

There is more evidence this year that this goal will be accomplished

if present priorities of career education are maintained.

Objective No. 6: To integrate career development activities into course offerings at the junior high school level:

This year, more teachers at each grade level began to integrate career education into their regular curriculum. Again, if career education is considered to be high priority in the school, this objective will be met more successfully each year.

Objective No. 7: To provide opportunities for parents to become aware of the goals and objectives of the career development program.

As more students are involved and excited in these activities, parents become aware of the Career Development Project. We also feel that the dissemination procedures used by the staff (i.e. newspaper articles, radio programs, etc.) were satisfactory in stimulating the parents' interest, and in many instances, adequately informing the public.

SENIOR HIGH COMPONENT

Objective No. 1: To place all students of those teachers participating in Career Education in at least a two week position of Career Exploration.

This objective could not be met as planned because the State Department of Education reported that the State Department of Labor was opposed to secondary students entering the labor force for two weeks without pay. However, they did agree to one week of such an experience for secondary students. About one hundred students participated in a one week experience which cooperating industries and businesses felt was successful. Although helpful for students exploring a career, a longer experience would be more appropriate. It would seem that more students should have had this experience during the 1973-74 academic year.

Objective No. 2: To assist each student to identify his intellectual skills and relate them to broad occupational goals.

As conceived, this objective has been met for those students taking advantage of the Self-Directed Search approach which makes use of the Career Resource Center. If present and projected use of the Armed Services Vocational Apptitude Battery is also followed, this will certainly aid the student's exploring his career abilities.

Objective No. 3: To maintain a flexibility in structure and content within our curriculum; to provide for career exploration programs through actual on-the-job experience.

Excluding the successful integration of the Career Education Program into the area of Vocational Education, increased flexibility in structure and content within the traditional curriculum has not occurred. It is apparent that flexibility in structure and content decreases as one moves from elementary to junior high to senior high. The schedule of meeting this objective in two years may be inappropriate for the high school.

Objective No. 4: To involve our classroom teachers in all phases of planning, development, evaluation, and placement so the total efforts reflect the thinking and involvement of all educators associated with Career Education.

The objective is still too broad and vague to evaluate and, if rewritten, would take a time framelonger than two years. Progress is just beginning to appear.

Objective No. 5: To develop and organize a community career education advisory staff for the purpose of assuring a total effort of school, community, and industry to maximize the use of existing facilities and resources.

A community career education advisory staff was never organized and developed this year. Nevertheless, existing facilities and resources of the school, community and industry were utilized cooperatively and with a modicum of success.

Objective No. 6: To reorganize the counselor as the catalyst, to bring about change and supplemental reorganization of the learning structure,

to better facilitate the concept of career education.

This objective has not been met satisfactorily. Again, as indicated in the evaluation of Objective No. 5, the Senior High curriculum is more solidified and less open to change. It appears that counselors are not viewed as curriculum innovators. However, this should be a function of the counselor.

Objective No. 7: To involve a student committee to help expand a Career Education concept, and to be used as a resource in the developing Career Education model.

The goal of involving students to expand the Career Education concept has really only received acceptance in the last half of this funding period. Consequently, the technique for involving students is in the early stages of development. Hopefully, greater progress will be made next year.

Submitted by:

July 5, 1974

D. Conrad Rice, PhD, Evaluator

C. Larry Stinchcomb, EdD, Evaluator